THE DEBATER'S MAGAZINE

A Quarterly Journal of Debate and Speech Activities

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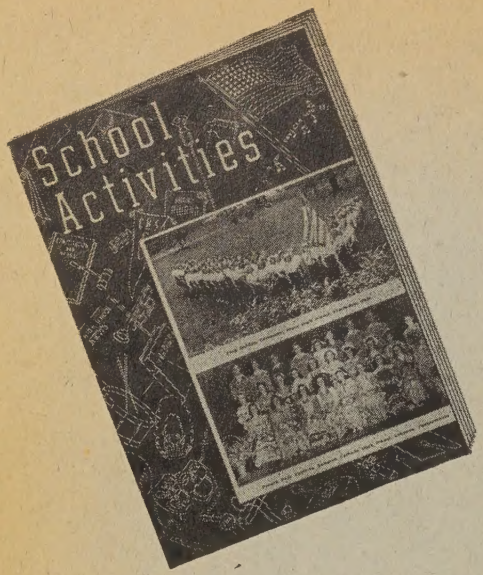

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The Debater's Magazine

SEPTEMBER, 1947

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VOL. III NO. 3

Let's Have a Student United Nations

BY FRED G. ALEXANDER, *University of Wisconsin*

ONE of the most heartening commentaries on the recent United Nations Conference sponsored by the University of Wisconsin might be that the suggestion constituting the title of this piece came from the students themselves. To be more exact, the notion was conceived and nurtured by the Hesperia Forensic Society, a campus organization composed largely of law and speech students. The proposal was put before the Speech Department and immediately received that department's aid and support.

It should be emphasized that not only was the initial stimulus from students, but the actual spade work, the formation of committees, invitations, publicity and housing, was completely in the hands of members of the forensic society. The function of the Speech Department became that of guide to insure: (1) that the best interests of speech were served by the delegations to the assembly, and (2) that the results would reflect credit on Hesperia and the department.

The dominant value to be realized from an activity such as this, stated simply, is: to get a *speaking* knowledge of how the United Nations function. Notice the emphasis on the word "speaking." As one of the keynote speakers pointed out, we can read column upon column of newspaper stories of the U. N., we may even study graph charts to learn how the business of constructing a better world is channeled through various commissions, or we may be one of the rare creatures who has actually read or studied the Charter of the United Nations; but none of these accomplishments can approach the value of actually living for two days the life of a delegate to the U. N.. To be tolerant of what Mr. Gromyko says is worth something, to be sympathetic with what Mr. Gromyko says is more estimable, but to *be* Mr. Gromyko—that is when we wedge one foot into a crack in the *iron curtain.* Other purposes beside this one were desired: systematic research and careful preparation, the need for knowing parliamentary procedure, discernment of the nice difference between standing for the principles of one's nation and compromising for the good of all nations, the technique of problem solving as practiced on an international scale; but, above all, the value to be sought of a meeting such as this is the proof it may offer that speech forms or activities need not remain static in a swiftly moving society. "The old order changeth" need not apply solely to religion, political history or women's hoop skirts—it is just as desirable that speaking remain abreast of the times. These, then, were some of the values sought in the process of organizing a student United Nations.

Once proper authority for the project was obtained, the Hesperians swung into action on the necessary preparations. The task was not simplified by the fact that this was an initial effort insofar as the U. of Wisconsin was concerned. There were, however, records available from the experiences of Smith College in the East, Principia College in Illinois and the U. of Minnesota. The latter particularly was of great aid, supplying a duplicate file of correspondence, tentative programs and other pertinent documents. Much of this material was merely adapted to the changed time and location and used almost verbatim. Even with some outside aid, however, it was soon learned that this was "only the beginning" as Charles Winninger used to say, and there were plenty of problems to go around.

A mailing list of the forty colleges in Wisconsin was prepared, and invitations mailed to each of them approximately two months in advance of the date set for the conference. The schools invited included liberal arts colleges, teachers colleges, extension centers of the university and denominational schools. The invita-

tion provided information on the dates, times and purposes of the separate meetings, the number of delegates permitted, the tentative agenda, and the deadline date for registration. A self-addressed post-card was attached to each one to encourage prompt reply. Taking another note from the experiences of Minnesota, the sponsors of the meet decided to ask the city high schools of Madison to send delegations. This step was not taken without some misgiving; and a brief discussion of the desirability of mixing high school and college people in a forensic undertaking will be found in the section on evaluation. All in all a series of four general letters and in most cases at least two special letters were sent to each school before preparations were completed. The second general letter was a follow-up reminder of the need for returning acceptance cards; the third listed the countries and commissions to be represented with again a self-addressed post-card on which preferences in this regard might be indicated by the delegates, a housing questionnaire, a correct copy of the agenda, and copies of the United Nations Charter; and the final letter included a conference program, method of evaluating the participation, latest announcements on housing and a pre-meeting welcome. It should also be noted that the correspondence committee carried on all of the writing necessary to secure a keynote speaker of some distinction for the assembly. The British Embassy in Washington, after an exchange of telegrams, notified the committee they were sending Mr. J. N. Henderson, Secretary in charge of United Nations affairs, and former secretary to Anthony Eden and Ernest Bevin, to address the opening session.

The second of the five committees named was that on Housing. The committee appealed to the university housing authorities for aid, and a portion of the university housing project at Truax Field was set aside for the men, while women students living in the girl's dormitories and planning to go home the weekend of the conference volunteered their rooms to visiting women. All transportation for those who had not driven was by city bus, and for this purpose bus schedules were provided all the delegates. It was foreseen that these visiting "foreigners" might have some difficulty finding their way about, so maps were provided of the campus, of the city and of Truax Field, with the housing facilities specifically marked. Also a layout sketch of the rooms in the State Capitol, where all the meetings were held was made available to the delegates.

The Publicity Committee sought three media for press releases: newspapers, radio and magazines. Of these three only the first two were satisfactory. The committee worked on the theory that the idea itself would be sufficiently novel to attract editors' interest for a preliminary story about two weeks in advance, and so tried to hold back some of the more dramatic features of the conference in the hope that follow-up stories would make front pages. The plan worked, and on the opening day of the conference detailed releases were printed on the front pages of city newspapers. All in all, a total of fifteen news releases and one editorial found their way into the three newspapers, the *Capital Times*, the *State Journal*, and the *Daily Cardinal*.

Coverage by these same papers was also given while the conference was convened, each of them having at least one reporter present throughout the session. A press table for reporters was provided near the speaker's platform. One of the papers, the *Capital Times*, also sent a photographer and on the final day several shots of the delegates and the parliamentarians were taken, two of which were printed on the next day. Wire services were also notified of the event, and both United Press and Associated Press sent representatives to cover meetings of the General Assembly.

Radio coverage was very satisfactory. Much of this success was due to the state-owned station WHA here on the campus, although time was also provided by WIBA, the regular Madison station. The latter included releases on at least three of its newscasts, and a transcription made of the keynote address by Mr. Henderson of the British Embassy was re-broadcast later that same day. An afternoon half-hour program over WHA was arranged, which included an interview of the conference chairmen, a summary by the keynote speaker of his morning's address, and a short discussion by student members of the Reconstruction and Rehabilitation Commission on the subject of U. S. Aid to Greece and Turkey. The program appeared to be of some value both in supplying wider publicity and giving radio discussion practice to some of the delegates.

The Ways and Means Committee became a catch-all for a variety of tasks which seemed to fit nowhere else. One of the cardinal jobs, however, was to find a way to finance this proect. It was quite obvious from the start that the treasury of Hesperia, like many treasuries these days, was suffering severely from anemia, and would be wholly inadequate to support such an ambitious program. Fortunately, however, the historian of the society has files of alumni members who have since gone on to become respected and influential citizens of their communities. It was decided that letters would be sent to 20 of these men, explaining the purpose of the proposed conference, and seeking their financial support. By this method a total of $100.00 was raised, which was more than sufficient to cover the expense of the entire project.

It should be noted in conjunction with the subject of financing that in many instances good headwork and footwork on the part of this committee provided the program with some unique services at no additional cost. For example, it seemed desirable that there be recorders available at each of the General Assembly sessions and at each of the commission meetings capable of taking down the proceedings in shorthand. Hiring professional stenographers for this purpose for two days would have been completely impossible. So the committee chose two of the business schools in Madison, and

made a plea to the authorities there for volunteer recorders. Elements of persuasion used included the valuable experienc accruing to the stenographic students, and the free publicity which might come to the school. Seven volunteers appeared at the conference, sufficient to have five recorders in each of the General Assembly meetings, and one for each of the seven commissions. They did an extraordinarily competent job of taking down verbatim many of the important speeches, copying all resolutions by both assembly and commissions and recording all votes. In addition to their labors as stenographers, they remained up with the committee until the wee, small hours preparing stencils, mimeographing and stapling copies of resolutions and amendments for the use of the General Assembly on the last day of the conference. The cost of this service consisted of the price of luncheon and cokes for the seven, a bargain indeed for the amount of work they accomplished.

The matter of signs, flags and badges also come under the surveillance of this committee, and again some ingenuity here proved economical. It was decided that an effort would be made to seat all national delegates from each country in a single group in the assembly chamber. In order to do this it was thought that signs similar to those used in national party conventions would be appropriate, so white cardboard was secured and printed with names of countries to be represented. It was thought by the committee that having the flags of some of the foreign countries would add color to the event, though at the time the proposal was made it was not known whether they were available anywhere in Madison. Several inquiries met with no success, but eventually a tip led the committee to the Y.M.C.A., where it was learned that a local department store had donated a set of fourteen flags of foreign nations to the Y, and that organization would be happy to loan them out for the occasion. Standards were supplied by the university and the flags banked so as to surround the speaker's platform on the day the conference opened.

As each of the delegates registered, a badge and pin were provided him, giving his name and the name of the country he represented. It was thought that such an arrangement might help to remind the student that he was not speaking for his school, but rather for "his country."

Finally, one helpful provision of this committee was a worksheet for each of the Hesperians, showing where he was to be and what he was to do at a specific time. Some were assigned as aides to the visiting "house mothers" of the dormitories, some met and provided entertainment for the principal speakers and parliamentarians, some acted as guides in the capitol building, some were on duty at the registration desk, and some acted as chairmen pro tem in the various commission meetings. In order to see that all these duties were coordinated, it was found that a time table became a very handy gadget.

Many of the duties of the Reception Committee have already been hinted at, but perhaps just a summary of their work is in order. The persons to be received fell into three groups: the delegates and their faculty representatives, the parliamentarians, and the principal speaker. Of these three the latter received the most elaborate planning. These plans included meeting at the station and escorting to the hotel, a luncheon with a representative group of students who had a share in directing the enterprise, a radio program, viewing a university ball game (incidentally the first one in his experience) and an informal reception in the home of one of Wisconsin's former governors.

The reader may by quick perusal of the program reprinted here view the procedure followed during the conference. There were, however, two incidents that did not appear on the program, and were certainly not anticipated by the group. One occurred about noon of the first day immediately after the first General Assembly. Three U. of Wisconsin students who were not delegates approached the registration desk, and explained they were members and officers of the Hillel Organization, a campus group composed of Jewish students. They had read of the conference to be held in the State Capitol, and had also noted in the morning paper a story describing the efforts of the Jewish Agency to secure permission to represent their group before the real United Nations at Lake Success on the Palestine question. Since our mock United Nations had at least one of the Arab states represented, the Hillel men thought it only fair that some voice be given a Jewish representative. Their request was taken to Professor Bunn of the university's Law School, who was to preside as speaker and parliamentarian in the afternoon session of the General Assembly. He pointed out that under the rules provided in the charter, only member nations could be recognized by the speaker on the floor of the assembly. The only way the group could be heard was to find some delegate from one of the countries reperesented in the assembly and get him to present the motion for a hearing. The Jewish students seemed satisfied with the ruling and set about finding a delegate who would speak for them. This person they located in the delegation from Mexico, and a motion for a hearing of the Jewish delegation by the entire assembly was presented in the afternoon meeting of the General Assembly. This motion was lost, but a second one asking for a hearing before the Security Council was passed, and in a later meeting of the council, the Jewish students were heard. The incident gave a realness to the situation that no amount of planning could have accomplished.

One other unplanned, though not totally unexpected occurrence, happened in the final session of the General Assembly. Throughout both the commission and assembly meetings it became more and more apparent that blocs were being formed of nations with type of gov-

ernments sympathetic to one another. It could scarcely have been said the representatives were living up to the desires of the country to which their loyalty has been committed if this had not happened. In many instances objections raised by Russia, Argentina and Yugoslavia were battered down in discussion and voted down in a roll call. The delegates accepted this defeat until the last assembly meeting and the second to last on the agenda, that of Human Rights. When it became apparent that the other nations' insistence on freedom of speech, press and assembly for all people was going to pass despite vehement and in some cases well-documented reasons given to the contrary, there was a hurried exchange of notes between the three aforementioned countries, and at a sign the full delegations from each of them stalked from the assembly chamber. One might think in a situation so far removed from reality as this one, that such action was humorous, but on the contrary, this observer found little evidence of such reaction. Instead the incident, which was most certainly a spontaneous one insofar as the directors of the conference were concerned, was valuable from at least three standpoints: first, it demonstrated to the delegates of the non-democratic countries what meager recourse is allowed such countries if they wish to remain adamant on any issue; second, it brought home to the other delegates the real and almost insurmountable difficulty of compromises with non-democratic countries, and third, it proved an effective antidote against the spread of any snap judgment that we can solve all the world's problems in the space of two days.

It was the opinion of the Speech Department and student sponsors that some evaluation should be made of the program. To facilitate such judgment two devises were used; one in the form of a rating blank completed by experienced judges, and the other in the form of written comments solicited from each delegate at the close of the conference. The rating blanks contained five items taken directly from Ewbank and Auer *Discussion and Debate*, consisting of Amount of Information, Ability to Analyze, Ability to Think Cooperatively, Speaking Skill and Good Manners. Visiting faculty members were used as judges. It was not desired that there be any effort to rate individuals, but rather to apply the scale to each commission as a functioning unit. Each evaluator was free, however, to offer whatever additional comments he wished at the end of the meeting. Only the commission meetings were rated, not the assembly. This was thought advisable because speaking in the assembly was often done by representatives, whereas in the commission meetings everyone had an opportunity to participate. After the conference was over duplicate copies of the rating blanks were made and sent to each of the delegates, giving an evaluation of the commission to which he belonged.

The comments from the delegates themselves proved to be enthusiastic. The one discordant note sounded most frequently concerned mixing of high school and college students. Such reactions were particularly interesting to this observer, since it was obvious to anyone attending all of the meetings that if one were to choose the three top people by speaking skill, information and thinking ability they would be three high school boys. This situation is humorous in light of the fear expressed that perhaps high school delegates would be over-awed by their big brothers and sisters. On the contrary, they seemed completely unimpressed by the "older generation," and simply oozed poise and confidence whenever they spoke, which was often. Moreover, the cries of "radicals" and "immature reasoning" on the comment sheets of college students I lay to rationalism, a realization of the fact that they had been completely outclassed, but refused to admit it. The high school people as a group were far above the average in speaking skill and intelligence, they came fresh from a series of forensic experiences, they had been coached and aided in the location of materials and preparation of stands, they had evidently spent a significant amount of time in preparation. The college students, on the other hand, were probably placed on their own with little or no help or supervision, and since the conference was set so late, they found themselves all tangled up in term papers and studying for final exams at the same time they were thinking about United Nations. One can scarcely form a generalization under such circumstances. I tend to discount much of the objection that was raised. I think the slight sense of competition spirit that was raised was not too desirable, and I think that the observation of some college students that, "He is only a high school senior, and look at me, I'm a big college sophomore—ergo, I can think better than he can," is so much hogwash. If we succeeded in proving to a few college sophomers that they are not quite omniscient, who can say that we haven't accomplished something worthwhile?

I would like to, in completing this section on evaluation, list briefly a few of the mistakes that were made or spots where improvement could be shown by future endeavors of this kind. First, before a final date is set, it would be well to consult hotel managers and see what is on their calendars. Second, the arrangement of general assembly meetings so as to have one for discussion of proposed resolutions and one for voting on the resolutions and their amendments is poor. The real drama of the conference comes during the discussion meeting, and by the time the assembly gets around to the purely mechanical business of conducting a roll call on each motion, the entire meeting assumes the nature of an anti-climax. There was a logical reason for having a single purpose for each assembly, but psychologically, it would be better if the resolutions could be voted on immediately after discussion, It might even be possible to arrange the agenda so that the more volatile questions would appear last on the program. Third, delimit the number of topics to a maximum of three or four. Too many questions tax the ability and infor-

mation of the delegates. Fourth, begin preparing and sending out notices of the event to invitees at least six months in advance, and try to place it sufficiently early so it will not interfere with the inevitable rush accompanying the last two weeks of school. Fifth, try to find a skilled parliamentarian who will be able to conduct all meetings of the General Assembly. In this instance, because the press of school duties left little time to the staff members serving as parliamentarians, the society was forced to use a new person for each assembly, and consequently some time was lost in orienting the new speaker to what had occurred in previous sessions.

If someone were to ask me, "Was this experiment a success?" I would answer an unqualified, "Yes." It is hoped that the outline of procedure and the opinions offered here will be of help to schools preparing such a program in the future. It is within the realm of probability that speech departments may be of substantial aid in helping to lift our educative processes to the international level.

Debating Improves Social Adjustment

By Carl Allen Pitt

Dept. of Speech, University of Washington,

I

A LIVELY debating program can do much to improve the social problems which confront high school pupils. Few activities offer the pupils such numerous opportunities to engage in conversation with, dine with, discuss with, and in general socialize with pupils from various other schools and communities, as does debate. Few if any experiences of the high school pupil allow such abundant opportunities for the development of conventional self-sufficiency and social responsibility, as a debating organization which is maintained to meet the needs of young people.

What are some of the most common social problems of high school pupils? The authorities in the field of guidance agree that the social difficulties form the greatest area of problems confronting boys and girls of high school age, but not all agree as to which difficulties fall within the area of social problems. According to a survey made among 490 students of Highline High School, Seattle, Washington, to determine the nature of the social problems confronting high school pupils, 186 of the 490 pupils stated that their greatest problem was one which classified as "social."

The tecniques employed to obtain the findings of the survey were briefly as follows: The Questinnaire, "What is the greatest problem confronting you and your associates at school today?" was distributed to the 490 pupils in the classes taught by and the study hall supervised by the investigator in this study. It was found that these pupils were well distributed according to grade level, sex, and other characteristics common to high school pupils. A period of two years was spent gaining proper rapport, holding conferences and verifying the findings of the study. According to the findings of the survey, the problems fell into five general areas:

Classification of Problems	Frequency
1. Social	186
2. School	158
3. Home	70
4. Financial	46
5. Health	30

The social problems are listed with frequency ratings:

Rank	Types of Problems	Frequency
1.	Cannot get acquainted	22
2.	Would like to meet more people	21
3.	Do not know how to get a date	21
4.	Boys are not interested in me	12
5.	Have an inferiority complex	12
6.	Can't mix—afraid of people	12
7.	Shy to join in conversation	8
8.	Can't make friends	8
9.	Have only a few friends	8
10.	Can't get in clique	8
11.	Friends live too far away	7
12.	No place to go	7
13.	Don't know how to talk to people	6
14.	Am unpopular	6
15.	Hate cliques.	6
16.	Am bashful	5
17.	In love, but not sure about getting engaged while in high school	3
18.	Am self-conscious	3
19.	People don't care for me	2
20.	Am easily embarrassed	2
21.	Can't recite before class	2
22.	Feel as though I am being picked on	2
23.	Mixed race	2
24.	Don't like curfew regulations	2
25.	Live so far out that no boy will ask me for date	2

26. Worry about juvenile delinquency	1
27. Make too much noise to cover inferiority complex	1
28. Want to go steady but it worries me for I am still in high school	1
Total	186

A hurried glance at the list betrays the fact that the common denominator permeating most of the social problems revolves about speech difficulties. "I cannot get acquainted," "I would like to meet more people," "I can't mix—am afraid of people," and similar problems are due to inability on the part of the pupil to formulate proper symbolic expression. Perhaps the pupils have an emotional feeling of insecurity or inadequacy because of lack of proper social experiences. The pupil may be suffering from a problem of phonolgy or falsetto, too intense or too weak, and he consequently has developed a sensitive emotional response whcih affects his respiration. Some adolescents develop shyness and fears which impair the production of free conversational language. A boy may be experiencing mutation and during a discussion with the fellows his voice may jump up a few notes. If his friends laugh, the lad may hesitate to engage in similar social gatherings; thus he limits his ability to make new friends. Some of the social problems are due to infantile speech which causes the person involved to become the subject of much criticism by his fellows. This type of speech is characterized by expressions which make it unfit for use beyond childhood. Yet many parents encourage the use of baby talk. The pupil who enters high school with the habit of employing infantile speech is often ridiculed and may imagine that he or she has no friends at all. Often a poor knowledge of grammar and vocabuuary causes a pupil to hesitate to speak in class or before a group. He is afraid that if he makes errors he will not have "the approval of the group," the criterion about which social problems revolve. Some pupils would rather say nothing and have a relative degree of group approval, than to say the wrong thing and have a relative degree of group disapproval. Linguistic factors very often have a casual effect on social personality, because language and personality are intricately interrelated. The pupil, especially in the junior high school, may know sufficient word meanings, but yet he may not be sufficiently socially conscious to determine whether his words are understood by his listeners. He perhaps is proficient at naming objects, but hasn't developed conceptual habits or reasoning. This restriction limits the symbolic expression or language which the young people may employ in order to make new friends. Some pupils develop language habits more readily than others. Those who are slower may hesitate to join in the conversation.

If all pupils had excellent sound articulation, a thorough knowlege of functional grammar and reasonable vocabularies, they would all enjoy more fluent symbolism, poise, spontaneity and socially desirable personalities.

Speech is the important medium through which boys and girls communicate with one another, whether at a party or in class. The boy who says, "I know what to say, but just can't find the words," is quite common on the secondary campus. The girl who says "what she is not thinking" is perhaps more common yet among high school pupils. How can two people communicate intelligently if one doesn't have the vocabulary to think with, and the other doesn't know how to put his thoughts together in the form of symbolic expressions? President Wilson referred to speech as "a way of living with others, a meeting of the minds." Speech should be a means of bringing young people into social contact, but it often operates conversely for some bashful adolescents.

Since we judge our personalities largely on the basis of what we say or don't say, it must be true that personality and speech are closely related. A pupil with a poor personality, then, possibly doesn't know how to start and carry on a conversation, how diplomatically to change the subect if the present subject is taboo, how to express himself clearly and concisely in language understood by and interesting to the listener, how to pronounce and articulate, nor does he know how to listen to the other fellow.

Professor A. Craig Baird, of the State University of Iowa, an authority on forensics, concedes the correlation between speech and social factors. He states:[1]

> "One of your concerns is to influence men and women to accept your point of view about many things. Because your relation to society is one of continual mutual adjustment, because you cannot easily escape from the world, and because you have numerous desires and needs that must be fulfilled if you are to get on or even to survive, you find yourself continually attempting to impress others with your personality and to reconstruct their motives and, in the end, their conduct. Your school career, for example, is a succession of complex experiences — studying, dancing, idling in your room, arguing with your intimate friends, making the team, cramming for midyears, or working your way. Through it all you are striving, vigorously or lightly, to have your personality and ideas prevail. Mere self-defense in social living justifies your effort."

II

We have considered representative instances in which speech and social problems have confronted high school pupils. Let us consider the possibilities for eliminating some of these problems by means of a debating club.

Much is being done by alert teachers and counselors, but more can be done by a director of debate who understands the social needs of young people and who is willing to meet these needs in terms of providing his students with an expanded forensic program designed to provide young people with adequate language experience to meet their social needs. A debating club which consists of two or four students who are trained to

1. A. Craig Baird, Public Discussion and Debate, revised edition, Ginn Company, Boston, 1937, p. 1.

perfection in order to win a contest is not the type of club designed to solve social problems. An active club should have a membership approximating 20% of the total student body. Many intramural and class debates should be held.

Not one question should be debated, but many questions concerning topics being studied in the various history, English, and science classes. The debates should be scheduled before regular classes. The speakers should be chosen by the teachers, regardless of membership in the local debate club. Debaters should visit many other schools, enter many contests, sponsor dances, radio programs, debates against the local Parent Teachers Association, the Chamber of Commerce, the Kiwanis and other local groups. Dancing parties and dinner parties for the debaters and their friends should be arranged if the pupils are to learn how to make friends, how to talk before a group, how to carry on a conversation and how to express themselves in language that can be understood by the listener.

The Highline High School in Seattle developed a broad debating program which in many respects facilitated the social development of the 75 pupils in the club during the school year of 1944-45. All pupils were invited to join the debate society. The membership was largely made up of intelligent pupils who desired to learn how to speak in public, to gain confidence, poise and honors; but some were argumentative pupils with anti-social prejudices, others were self-conscious, shy boys and girls who often had poor vocal control, poor symbolic expression and numerous conversational social problems.

The club met regularly once a month, but many of the meetings were held before school, between periods and after school, during which times the students gathered around and perhaps more correctly, on top of the instructors desk to discuss the debate question. Many of the debaters would come in to listen to more experienced students discuss the question. Often the adviser would ask one of the more mature pupils to act as chairman at meetings attended by junior high school debaters. Although officers were elected for the society in the fall, their duties were not strenuous; but the officers were responsible for the three or four school dances sponsored by the society each year. They were responsible for the planning of private parties for society members and guests. The secretary was responsible for much of the correspondence with other schools and colleges sponsoring debating tournaments.

The society ordinarily sponsored a preliminary tournament in the fall, which was a non-decision tournament. Every member of the club was required to participate as a debater, chairman or hostess. At this tournament, attended largely by schools in the Puget Sound area, three rounds of debate were held. A luncheon was served in the school cafeteria by members of the club and a few parents who came by choice. At this tournament bashful, shy pupils who were sure that they couldn't talk in front of strange pupils from other schools, got up and struggled through a constructive speech and a rebuttal. They also listened to pupils from other schools go through the same process. Shy boys were often formally introduced to bashful girls from other schools; but the pupils certainly learned a lot about how to talk and converse in the presence of strangers, from each other. Each pupil engaged in three rounds of debate, and before each debate formal introductions were made by the chairman. Before the tournament the chairman took occasion to inform our membership concerning things to say and not to say when in the presence of debaters from other schools.

This experince had great educational value for most pupils, but a student named Archie derived special benefit. Archie, a typical adolescent, never came to class with clean hands, shoes shined and shirt-tail in all at once. But when a cute little blonde lady from a nearby school insulted Archie during the practice debate tournament by referring to his "unkept condition," Archie suddenly realized that he didn't look so "hot" to his fellow students. Archie invested in a haircut and a new pair of pants. It was said later that Archie asked one of the girls in his club to teach him how to dance and how to carry on a conversation while dancing. (Definite speech problem.) The lessons ended abruptly, however, when it was discovered that Archie intended to ask a certain little blond lady from a nearby school to go dancing.

At the noon luncheon, held during the practice tournament, many social problems were apparent, but since the pupils were from diverse homes they learned a lot about social luncheon conversation by listening to each other and talking to one another. The coaches dined with the pupils.

It was found that the pupils learned most from visiting pupils when they were motivated and advised in advance, concerning how to speak. No pupil was graded on his social speech; but what pupil wanted to be considered uncultured by his fellows?

Many practice debates were held each fall with schools in the Puget Sound area, with public, parochial and private schools. Six pupils were usually taken on each trip, and it was interesting to note how much the pupils learned about social behavior. This was especially true when a careless boy wearing old shoes and unpressed pants suddenly found himself speaking before a group of young ladies in girls' school, or a girl who forgot to comb her hair found herself before a class of students, some of whom she knew.

During such visits the pupils engaged in conversation before and after the debates and usually enjoyed much better symbolic expression after three or four such experinces.

Our club usually attended three major competitive tournaments during the year: the College of Puget Sound tournament held in February, the Washington State College tournament held in March, and the speech

festival sponsored annually by the University of Washington in April. At the University speech festival, problem-solving debate was featured.

All debaters who were prepared at all, were taken to the College of Puget Sound tournament which was a two-day tournament attended by approximately 300 pupils from various schools in the state of Washington. At these tournaments the pupils had many opportunities to converse with each other, with college students and to become somewhat acquainted with the college atmosphere. Such problems as "I don't know how to get acquainted" were readily answered as the pupils found themselves among young people who were all trying to locate certain halls where debates were to be held. This situation placed most of the pupils in a strange, insecure, social position which caused them to look at pupils from other schools as friends in the same predicament. Many informal conversations began and resulted in stimulating social experiences.

During the C.P.S. tournamenet a banquet was held and most pupils attended. The affair was informal, but a formal atmosphere was present in the hall as the tables were beautifully decorated, the waitresses were formal and the dinner was the type which called for the presence of considerable silverware and other eating paraphernalia. This affair caused many a pupil to wonder which fork to use, or what to say when he wanted the salt shaker.

After the banquet the debaters were invited to attend an informal dance sponsored by the college. At this gathering many social problems were irritatingly present: "I don't know how to get acquainted." "I don't know how to meet strangers." Some boys stood in groups in the corners of the dance floor, while many girls danced together until men and women students at the college who were chosen for the job, "broke the ice" by introducing the young people, by dancing with them and in general creating an atmosphere of friendship among the students, who were soon talking freely with one another as they acquired new friends from various schools.

III

The program enployed at the Highline High School is only one instance in which the debating program was designed by the director to meet the social needs of the pupils involved.

A program of this nature may be partly justified by John Dewey's statement that ideas are justified only in terms of experience.[2] A lecture on making friends is a less valuable experience than the reality of acquiring friends at a debate tournament. An intellectual-social debate program brings the pupil out of the traditional castle of "question-answer methods," across the most of theoretical learning, and down to the reality of learning in a life-like situation.

Certain cautions must be observed, as the program must not become a social organization only. Learning to communicate orally in various situations should be one of the most important objectives. This objective can be accomplished best only if continuous membership in the club is dependent upon individual speech progress.

The competitive factor alone will keep most of the members motivated, as most pupils like to win for their school. Social integration and responsibility can be developed by means of debate.

2. John Dewey, The Quest for Certainty, New York, Minton Balch & Company, 1929, Chapter 5.

Division of Speech Contests

NATIONAL HIGH SCHOOL WINNERS

THE 12th National Convention of the National Forensic League and its present postwar conclave was held at Jennings High School, St. Louis, Missouri. Eighty-six state winners from twenty-two states were present to compete. A large group of their coaches and teachers was also present to take part in the convention and to urge their students on to victory. The lucky coaches were: Albert E. James, Longmont, Colorado; Mrs. Elaine Tucker and C. E. Grady of Classen High, Oklahoma City, Okla.; A. E. Melzer, Sheboygan Central H.S., Wisconsin; Aurelia Christea, McKinley H.S., Canton, O.; and Russell L. Caldwell, Wooster H.S., Wooster, O. The winning contestants are pictured here by courtesy of the Rostrum of NFL, with brief write-ups of their careers.

The NFL National is being invited for the end of this season to hold its National Meet in Alhambra, California, at the close of the school year. The sponsors of this move hope to have debate added once again to the national high school meet.

Walter Grosjean, winner of the extempore speaking first place, was born in Fremont, Ohio, June 23, 1929, to George F. Grosjean and his wife, Alice Childs Grosjean.

Walter Grosjean First in Extempore

All of his elementary and high school training was taken in the Wooster Public schools and Walter writes that he expects to attend the home college this fall—the College of Wooster.

He has a rather comprehensive record in speech competition. He began in the seventh and eight grades by

winning the Junior High Tournament in extemporaneous speaking. He followed in his Freshman year in High school by winning the Junior High Tournament in Debate, and participating in the Ohio Council of Churches Prince of Peace Oratorical contest.

WALTER GROSJEAN
Wooster, Ohio High School

In his Sophomore year, he won enough events to gain the NFL degrees of Excellence and Distinction. In his Junior year he debated on the squad, placing third at the Ohio State Speech League Tournament at Ohio State University at Columbus, Ohio.

It was in his senior year, however, that his experience in speaking began to pay off. He debated in the Western Reserve Tournament in the finals over WTAM. Next he participated in the Junior Town Meeting over Station WAKR at Akron. This appearance was followed by five others on the air upon which he won the first place prize of $500. This trophy is an annual award given to the school's most outstanding debater. In addition Walter won the Francis Layton Memorial trophy for extemporaneous speaking, another annual speech award. At the annual NFL District Student Congress he was voted the "most outstanding speaker from the floor," and was awarded an ivory gavel. At the state NFL Tournament, Walter placed first in extempore speaking. From there he went to the National at Jennings High, St. Louis and took the National trophy. The Rostrum of NFL rates him as the outstanding speaker of the year and gives him a special writeup, which we quote on another page under the heading Oustanding Student Speaker.

John Guy First in Humorous Declamation

A sixteen-year-old boy won the humorous interpretation contest, John Guy of Classen High School, Oklahoma City. His interests in Speech were largely in drama and radio. During the last three years he participated in the following plays: Junior Miss, The Ghost Train, Ramshackle Inn, Lost Horizon, The Skin of Our Teeth, Merton of the Movies, and Mary Rose. In his senior year he became president of the Classen Chapter of The National Thespian, and president of the Classen Little Theater Group. He was a member of the Radio play cast which won the Oklahoma State contest this year. During July he helped write and direct a radio show for the Girl Scouts over one of the Oklahoma City stations. Every Saturday morning he takes part in the Uncle Leo Show, a radio dramatization of well-known fairy tales.

With this type of foundation John Guy won the humorous declamation at the National NFL contests. He is planning to enter Northwestern University at Evanston this fall, and plans to make radio entertainment his life work. As his winning interprettion, he read "The Man Who Came to Dinner."

JOHN GUY, *Classen H. S., Oklahoma City*

Barbara Anne Frank, First in Original Oratory

Those who have copies of the September 1946 Debater's Magazine issued a year ago will recognize Barbara Anne Frank as a second time winner in the National NFL Meet. Last year it was Oratorical Decla-

BARBARA ANNE FRANK
Longmont, Colorado High School

mation that she won at Northwestern University, Evanston.

Here is her story as her coach, Albert E. James, sent it in this year.

"Barbara Anne Frank was a student in the Longmont, Colo., High School Speech Department for four years. In this time she has won first place in 16 contests, and a large number of seconds and thirds. Among her firsts are these events: Debate, Original Oratory, Oratorical Declamation, Dramatic Reading, and Poetry Reading.

"A state chairman of 4 H Club work, winning two trips to Chicago and one week in Washington, D.C.

"The champion of the year on 'These Kids of Ours,' Denver KOA Radio Program, winning a free trip to Sun Valley, Idaho.

"Last summer chosen Queen of Longmont's 75th Anniversary Celebration.

"Awarded Speech scholarship to Northwestern University, Evanston, Ill., and William Jewell College, Liberty, Missouri.

"Member of the Honor Ten or first ten in a class of 182.

"This summer is making Movie Shorts with Alexander Pictures of Colorado Springs, Colo.

"Is the only contestant to repeat in successive years in two national contests in the NFL.

Miss Frank is the daughter of Mr. and Mrs. Leonard Frank. She plans to enter William Jewell College, Liberty, Missouri, this fall.

Coach A. E. Melzer writes of his contestant, Virginia Felton: "She is an oustanding student from Sheboygan Central high school who climaxed her high school career by winning the National Championship in Oratorical Declamation at the National NFL Speech Tournament at Jennings High School, St. Louis, Missouri.

Her scholastic and extra curricular record includes: American Legion Girls State Representative; D.A.R. outstanding senior girl; Senior Class President; Member of the School Chorus; Member of the Debate Team which won the Wisconsin District NFL Tournament; Winner of First Place in NFL State in Oratorical Declamation in 1946; second place in Original Oratory in 1946 and in 1947; Wisconsin State League, A section winner in Oratorical Declamation; ranked in the highest or upper six in a graduating class of 396 students; awarded the Alumnae Scholarship.

"For the next two years has accepted the position of private secretary at the Sheboygan Clinic. Plans ultimately to attend either Wheaton College or Ripon College in preparation for a career in social work.

The Editor of this magazine found that Arnold E. Melzer, her coach, has served for 17 years as Director of Speech Activities at Sheboygan Central High School. He is a graduate of Beloit College. Has written pamphlets on "High School Forensics" and "Speech for Morale," both of which have been distributed by the NFL. Mr. Melzer has always been a contender with his teams in NFL tournaments. He holds a Master's degree from Marquette.

VIRGINIA FELTON,
Sheboygan, Wisconsin Central High School

Last but not least in declamation, most modest because her coach was away on a vacation trip, Beulah Meacham had to make her own report and that ex-

BEULAH MEACHAM
McKinley High School, Canton, Ohio

plains its brevity and lack of extenuated record. She writes:

"I am writing in answer to your letter of August 24th, which I received today.

"I was born in Canton, Ohio, July 19, 1930. My parents are Rev. and Mrs. Alfred Lee Meacham. I am one of eleven children, of which one other, my sister, Helen, was also a state winner in Dramatics and fifth in the national contest in 1941.

"I attended Belden (Henry S.) grade school and am now a senior at McKinley High School. I have been in speech work for two years. The first year I got as far as the state contest, which was held in Columbus, Ohio (at the State University).

"This last April I won second place in a contest for a scholarship to Western Reserve Academy, which was held at the Academy.

"I am planning to go to Hampton University in Virginia to major in music (vocal)."

Undoubtedly Miss Meacham must have many other things in her career which she modestly omitted or forgt to mention. If she is planning to major in vocal music there must be a glee club or chorus career or appearances in opera or something to encourgae her.

CALIFORNIA H. S. DEBATE CHAMPIONS

Winners of the Southern California division of the NUEA at Redlands in March, the Brown Military Academy team, demonstrated its superiority at the state final held at Fresno State College in April by defeating the two Northern California winners of first and second at College of Pacific, Stockton, in March.

Their Coach, Major Rex A. Collings, of Brown Military Academy writes the following of his boys:

"Downen. Entered Brown Military Academy in the fall of 1944. Enrolled in a Public Speaking class with apparently one desire, namely, to take up Debate. He was then only 13 years of age and his first experience as a Debater was in the Auditorium in front of the entire Cadet Battalion. He was required to debate extemporaneously on the current National High School question and acquitted himself so well that he established himself as a definite varsity possibility. Downen entered all of our Tournaments, including State College (San Diego), Redlands, NFL District at Alhambra, and local tournaments in this part of the state, and he has repeated the performance in the two years following his first attempts. His record is 51 debates won and 5 lost in three years of interscholastic debating. His state victory followed his clean sweep at Redlands for the Southern California championship. Downen won first place in nine tournaments, one of which was the National Forensic at Alhambra, a tournament which eluded Brown Military year after year until 1945.

His team mate, Lisitsky, has had much less experience than Downen, having debated only a year and a half. He was on the team which took second at Redlands at the close of his first half year of debating. It was not until his senior year that he was teamed with Downen to win at Redlands and at the finals at Fresno, as well as the tournament at San Diego State College—thus he figures

California Champions, Brown Military Academy, San Diego.

in three of Downen's nine tournament wins.

The picture accompanying is one taken by the Editor of this magazine at the time of the state meet at Fresno, last April 20.

WISCONSIN CHAMPIONS ARE REPEATERS

Through the courtesy of the Wisconsin High School Forensic Association News Letter we are able to present pictures of the Finalists at Madison last spring and a picture of the Eau Claire squad and their coach, H. W. Matthison, winners two years in succession of the Wisconsin debate championship. Bob Jensen, however, was the only member of both the 1946 and 1947 squads. The other members: Ruth Tanner, Alice Tanner, sisters, and Joyce Ralston are the nucleus of this year's Eau Clair team as Bob Jensen has gone to Luther College, Decorah, Iowa. Alice Tanner is a sophomore and her colleagues are both juniors.

Both the 1946 and 1947 Eau Claire teams were undefeated in the state finals. The 1947 victory was the sixth state championship Eau Claire has won since 1934. Joyce Ralston and Bob Jensen were leaders in the high school band and orchestra, and the Tanner sisters were active in the Girls Reserve and in the student council. All were honor students.

Alice Tanner and Joyce Ralston were the affirmative team and Ruth Tanner and Bob Jensen were the Negative team. The requirement of four on the team is optional in some states, but often required in NFL competition.

The three girls plan to make another bid for the championship this coming season.

Leslie E. Brown of the University of Wisconsin is the secretary of the Wisconsin Forensic Association and edits the News Letter.

E. Note: It should be explained that since the war and during it, there has been no National Debate Section in the NFL National Convention. It is to be hoped that this event, most difficult and perhaps most valuable of all, will soon be restored to its place in national competition.

BOOK AND MAGAZINE REVIEWS

The Wisconsin High School Forensic Association News Letter, vol. 19, No. 1, has arrived on our desk. It is a very efficient and informative bulletin issued at Madison, Wis., September 1947. It carries an account of the Dramatics, Debate and Speech Events contests of the last season, naming the contestants and their high schools and in most cases the winners and their coaches of the competitive districts into which the state is divided, and finally gives the state-wide contest and results. It has pictures of scenes from the plays, the state debate contestants, of the winning squad, Wisconsin's National Winner, Virginia Felton of Central High, Sheboygan, also state maps with diagrams of the districts and of participation in the state meet. On the whole a most creditable publication. It is to be desired that other states rapidly follow Wisconsin's lead.

UNITED NATIONS OR WORLD GOVERNMENT

JULIA E. JOHNSEN, *Comp.*

The Reference Shelf, V. 19, No. 5

H. W. Wilson Co., 950 University Ave., N. Y. 52

Julia Johnsen writes: "The ideal of a world organization that would do away with wars and contribute to lasting security and peace has intrigued far-seeing thinkers and dreamers from antiquity." This sentence introduces her preface to *United Nations or World Government* (285p. $1.25. H. W. Wilson Company, New York 52).

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Left: State Debate Finalists Group, Wisconsin.

Above: Eau Claire (Wis.) State Champions 1947.

CRITICAL MATERIALS

Rotary International May 4, 1947
Keynote address at the Conference of District 108

BY DR. J. S. HAYHURST

DR. JOSEPH S. HAYHURST

KAHILL GIBRAN wrote a book called the Prophet. In one of the chapters it is stated that "the Scholar said, 'Speak of talking.'" And he, the Prophet, answered, saying, 'You talk when you cease to be at peace with your thoughts; and when you can no longer dwell in the solitude of your heart you live in your lips, and sound is a diversion and a pleasure.'" A good Rotarian friend of mine told me that he often had to defend himself for talking too much. I remember that he said we could not all be like Calvin Coolidge, a man who always seemed to come up with a terse, concise statement of what other men were trying to say. He contended that we could not all be like Calvin Coolidge, because there had to be a lot of men like him (and me), who talked a lot about a lot of things, and all around a subject, so that good listeners like Calvin Coolidge could get the ideas assimilated and bring them forth in a perfect statement of such few words that everyone wondered why the rest of us were talking so much about something so simple. But somebody had to talk around and around before Calvin Coolidge got the drift of things. When we were students in medical school, we were often piqued by the verbosity of some of the teachers. We always wondered why they wanted to hang on one or two sentences after the bell rang closing the period. In my senior year, a graduate of the year before wrote back to us and said he had found out why it was that profs talked on an on. He was teaching a class of nurses while he was interning, and he said that he had gotten to like the sound of his own voice so well that he hated to quit. So I am warning you; like the young husband who carried his bride over the threshold, set her on her feet, and without warning let go a terffic haymaker which sent her sprawling all over the living room rug. As she surprisedly got up and brushed herself off, he said, "And let that be a lesson to you; that was for absolutely nothing at all."

I am not at peace with my thoughts; I want to talk; and for no reason at all.

Some time ago it was my privilege to speak with a man of no small character whose time was so filled with duties that we were constantly interrupted by the ringing of one of the phones in his office. During one of these interludes in our conversation I saw this motto hanging on his wall. "Failure is never fatal; success is not final; the only critical materials are time and character." The only materials which are critical, indispensable, are character and time.

Character is the moral fiber of which man is made. Dwight L. Moody said that character is what a man is in the dark. It is the moral constitution of a man. It is the sum total of the fundamental principles and precepts which determine which way he will act under a given set of circumstances. This character is a more or less permanent background of emotional associations and processes which predetermine a man's behavior. Some of them he is born with, having been given them generously by his forebears. Others he had developed through contact with other men. Some have believed that character traits are almost entirely inherited and subject to little change. I like to believe with Woodrow Wilson that "character is a byproduct; it is produced in the great manufacture of daily duty."

There is a man I know who works hard at his job; he serves all well; he is honest in his dealings; he is a member of the school board and of the chamber of commerce. We look upon him as a man of good character. The deeds he has done are good deeds; therefore he must be of good character. Another fellow I know is in the county jail because he drinks too much; when he drinks he fights; and when he fights

he lands in jail; he is not good to his wife and is not diligent in his work. We say that he is of base character. We know that he does not do good deeds and, therefore, he must be of poor character.

Character, then, is what a man really is. When we say that character is critical we are of course referring to noble or good charater. Harry Emerson Fosdick helps us list a dozen basic principles of this man of character. First, he is able to reason things out and see them in their true perpective; he can sift the grain from the chaff; he does the important things first; he reads modern novels after he has become acquainted with the great in literature; he is not preoccupied with little things nor does he postpone doing the important things. Second, he has the ability to expand; he can increase his activities more and more and not get top heavy for his basic principles; his responsibilities do not get ahead of his moral stamina; he is like a tree which as its branches and superstructure grow puts down deeper and stronger roots; he is not like our acacia trees which blow down in strong winds because their roots are so shallow. Third, without being bigheaded or egocentric, he has a healthy respect for himself; he would not stoop to do a wrong; as a doctor of good reputation would not lower his dignity or belittle himself by performing an illegal operation; he is loyal to himself; he is proud. Fourth, there is a strong reverence for a greater life; for God; a belief in the future; the knowedge that it is wise to be kind and just; he knows that all men can share this outlook on life.

I knew a girl once who was a cripple patient in a hospital. She had been a college student when she was struck down with arthritis which involved every joint in her body. She was absolutely helpless; but a friend wrote to her,

"I do not think that I am in a greater place than you,
Whose thoughts are just as free to live in larger space;
Some dreams to find; some beauties know;
For life complete in any land,
Gives us just one way to go:
To live, to love, and to understand."

Fifth, there is the recognition that life and all of its duties are a privilege; it is a privilege to work and to serve. There is an honor society in medical schools whose motto is: "To be worthy to serve the suffering." It is a privilege. I never think of that but that I bring to mind the painting of the old doctor standing beside the sick child stretched out on two kitchen chairs; the grief-stricken father and mother are in the background. He has the privilege of caring for their sick child. Sixth, there is the quality of being able to mind one's own business; there is the ability to grapple with oneself and set oneself aright. When I was in the army I once belonged to a field outfit which had a large number of vehicles. It had been ordered that every officer must be able to drive each of them. We all took lessons; the jeep was a cinch; the small trucks and ambulances were merely Dodges and were easily overcome; but the big trucks: five speeds forward, two in reverse, a little lever that dropped the whole gear system into a lower ratio, another lever that brought the front wheels into the driving mechanism, double declutching. They really threw us and we really jammed the gears. After one of his sessions one of the officers said, "I have often thought 'he is only a truck driver.' But I had a lesson today; that sergeant that sat alongside of me had been a truck driver for years; he handled that machine like it was a baby buggy. I'll have to reorganize my thinking about truck drivers; I guess it's like Will Rogers said, 'All men are ignorant, only on different subjects.'" That day he grappled with himself and improved his character. Seventh, he can obey; he knows that obedience to statutory law is necessary to keep him out of jail; he knows that obedience to moral law is necessary to keep faith with his fellows; obedience is the very core of character. Eighth, he lives above the average; he has the strength of will to do better than others; he does not necessarily follow with the majority but may often be with the more intelligent minority; he is honest and truthful to the ultimate. I am reminded that my religion teacher at Pomona College used to say "No man is honest if he thinks of being honest."

Ninth, this character at all times has the full control of his emotions and primitve instincts; anger he holds in check or makes work for him; jealousy is not displayed; vindictiveness is not a reaction; base ambitions are cast aside; cowardice is controlled. Some officers during the war called men yellow and denied that there should be such a thing as fear until smarter ones showed that men are not naturally brave; it was right that men should react with fear but they should be taught to understand the reaction, taught to protect themselves, so that they might become brave. Tenth, he must have peace of mind. Liebman wrote a book by that name. He starts it out by saying that in his youth he compiled a list of life's great possessions and took it to his teacher. This venerable man read them: health, love, beauty, talent, power, riches and fame. he crossed them out, saying, "You have forgotten the one ingredient lacking without which each possession becomes a hideous torment, and your list as a whole an intolerable burden." He wrote "Peace of mind." There can be no prejudice, vindictiveness, or jealousy; only friendliness which is the fundamental need of the world; he must be able to get along with his fellow men. I was astonished to hear Dr. W. A. Woellner of University of California at Los Angeles say that he had investigated the causes of voluntary separations of men from the city government in Los Angeles, and he found that 87% left their jobs because they could not get along with somebody. Grace and magnanimity must be here too, remembering that no man is the whole of himself, his friends are the rest of him.

Eleventh, there must be a recognition and appreciation of the past; his social heritage; the cultural inheritance from generations back; his responsibility to him-

self and the world for what has been done for him, knowing that his parents slaved to make him a man; a realization that great men went before him making discoveries, resolving conflicts, thinking great thoughts, writing great books, making the world a better place for him to be born. And twelfth, he must have the power to see it through; to complete the job no matter what the odds nor the obstacles. I once knew a blustering colonel of the medical corps who was belaboring the medical department for a delayed change to a smaller, more mobile type of medical unit for field work. "We are finally getting around to it. The engineer and the cavalry units do it before we do. It burns me up when I think it was my idea. I presented this to the department five years ago and it was rejected." An engineer colonel in the group answered him, "Sir, the engineering department turned down the suggestion of this change more than fifteen years ago. But certain of the men have held to the principle and have finally been successful in getting its adoption." Someone had the tenacity of purpose and the confidence in the right of the idea to stick with it through every possible objection, until he saw it completely adopted and put into action. He had the power to see it through. Sometimes it requires a great deal of sacrifice to see things through. I one time saw a second rate movie about a man attempting to fly a machine. One of his friends who was piloting his glider was killed and he therefore renounced any intention of further study of aircraft. A good priest talked to him and said, "Ever since the world began, progress has demanded sacrifice."

Those are the principles of a man of character. Do I hear you repeat the words of the popular song, "He's ideal, but then he isn't real"? He is perfect and that's the way with character. "A man's reach must exceed his grasp, or what's a Heaven for?"

The two army officers had an idea. Circumstances cause two men to think the same thought at the same time and each claims priority of discovery. But in the main it does not matter who thought of it first. Rather it matters if someone had the power to see it through. The ideas and principles of Rotary are not new. They were promulgated thousands of years ago and written down for all posterity to read. Rotary has grouped certain of these beliefs in the conduct of man toward his fellow man into the four objects. Rotary has rallied hundreds of thousands of men all over the world to these standards. These are men of character whose never-ceasing activities will one day result in the adoption of these principles in the conduct of all affairs between all men. When it happens someone will surely cry out, "It was my idea." But it will not have been his idea; it will have the outcome of the thinking of thousands and millions of men. But more than that it will be the outcome of the never-ending demand of men who had the will to believe. Some day these principles will be established by treaties and by actions of governments. Progress is made by individuals and preserved by institutions.

In late months Mrs. Eleanor Roosevelt has been speaking on the subject, "Is there an instrument for peace?" There is an instrument for peace which is made up of millions of parts. Each part is essentially the same in form and differs only in substance. Each of these parts is a man. Each man varies from the other chiefly in the quality of his character. Rotary is striving to improve the characters of men. Progress will result from the impact of these characters upon time.

There is the other critical material, Time. Pythagoras said when he was asked to define time, "It is the soul of the world." Time is made up of the remembered past, the perceived present, and the anticipated future. I like to think of time as an ocean. The movement is constant and never ceasing. There is never a moment of rest. The waves pound the shore and the rocks over and over again. They roll back to the sea only to renew their vigor for another onslaught on the objective. In Addison's papers there is a statement that "time is an immense ocean, in which many noble authors are entirely swallowed up." That is the trouble with time, it will swallow up most of us before we have made the most of our opportunities. Charles Dickens remarked that "our inheritance is held in store for us by time. I know there is a sea of time to rise one day, before which all who wrong us or oppress us will be swept like leaves. I see it on the flow.

Napoleon charged one of his aides to "Go, sire, gallop; and don't forget that the world was made in six days; you can ask me for anything you like, except time." Individually we all possess about the same amount of time; there are three score years and ten allotted to each of us. The years of youth are filled with dreams; the years of old age with regrets. So the years of thirty, forty, and fifty must see us making the greatest use of our characters in the development of the opportunities which we see. In these years we have discerned the value of time and we have learned that we cannot afford to waste it nor to kill it.

So there are the two critical materials, Character and Time. The years are short during which you may use your character to produce deeds upon which will rest your reputation. The opportunities in the world, the opportunities in Rotary, are unlimited. There is an opportunity to improve your character through fellowship with men. It is said that character is the only thing you cannot acquire in solitude. Then you can take that character and multiply it by your span of years and produce a change in the character of the world. Ingrid Bergman, of screen fame, is currently appearing in New York in the Story of Joan of Lorraine, a stage play written by Maxwell Anderson. Just before she is put to death, she defends her acts by saying, "Every man gives his life for what he believes. Every woman

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DISCUSSION DIVISION

Wayne N. Thompson, University of Missouri, Editor

The editor of the Discussion Division, Professor Wayne N. Thompson, of the Speech Department of the University of Missouri, would be glad to receive articles and contributions suitable for publication in this department of the magazine.

WHAT DO WE KNOW ABOUT GROUP DISCUSSION?

BY JOHN W. KELTNER
Iowa State Teachers College

HOYT H. HUDSON, in his stimulating essay on liberal education, challenges educators to supply information, training in operative logic, and training in imagination.[1]

Teachers of Speech have accepted that challenge as part of their basic philosophy. They are discovering that group discussion is a valuable agent providing an enriched method of instruction and experience leading toward the Hudson criteria.

As more teachers and laymen become actively interested in the discussion process, there is greater need for investigation and refinement of the discussion method itself. The values and merits of discussion should also be assessed and evaluated in light of contributions to our educational goals. Some research leading to this objective has been done. It is far from adequate at the present time.

Limited testimony, however, regarding the use and results of discussion may be found in its experimental litterature. Other evidence may be found in the experiences of teachers and laymen who have used discussion in their particular pursuits. Our purpose here is to review briefly some of the experimental literature and to interpret some of the experiences reported. We shall examine the more recent research in the following genral areas: 1. Teaching with Discussion; 2. Outcomes of Discussion; 3. Thinking and Discussion; 4. Methods of Measuring and Evaluating Discussion.

1. Hoyt H. Hudson, Educating Liberally. Stanford University, California; Stanford University Press, 1945.

Some of the research in discussion up to 1939 is summarized by Timmons as follows:

> . . . The product of the group in a wide variety of tasks is superior to the product of the average individual working alone. Discussion has with one exception proved superior or equal to lectures and working alone when the outcomes measured were learning, recall, problem-solving, and arriving at decisions on a controversial social problem. Discussion is superior to public address with reference to such outcomes as scientific thinking, scholastic grades, information on contemporary affairs, and voice and diction. Discussion is similar to working alone when the task is solving a controversial social problem and when the outcomes measured are attitudes and ability to evaluate the characteristics of alternative solutions. Discussion is simiar to pubic address when the outcomes considered are discrimination ability, information acquired, and personality changes. Individuals are as well able to judge lying as are groups. Public address is more conducive to participation in extra-curricular affairs than is discusson and more conducive to the development of physical poise.[2]

Since Timmons' report several studies have been made that both provide additional information and open new areas for study. We shall mention a few of these studies. Several other studies, prior to 1940, relating to problems of group discussion and not reported in the Timmons article will also be mentioned in this review.

Teaching with Discussion

In Junior High School. Ruth Polson, in 1942, wrote a master's thesis aimed at the description and organization of a course in discussion for the seventh, eighth and ninth grades.[3]

Her report explains that her training program will

2. W. J. Timmons, "Discussion, Debating, and Research." Quarterly Journal of Speech. XXVII (1941), 420.

3. Ruth E. Polson, Discussion in the Junior High School. Unpublished Master's Thesis, Cornell University, 1942.

provide students with experience in the discussion of problems relating to school life and contemporary affairs. She organized the work around graded units for each school year. The major objectives of the entire series of units were as follows:

1. To promote critical thinking and broader knowledge.
2. To improve cooperation between and within groups.
3. To help personality growth and adustment.
4. To promote respect for democratic ideas.
5. To train leaders for democracy.
6. To learn the essential attitudes of discussion.
7. To learn how to frame a problem for discussion.
8. To learn various types of discussion and how to adapt them to a given situation.
9. To learn and recognize the steps in problem-solving.
10. To learn some important tests for evidence and argument .
11. To practice discussion techniques until a minimum skill is attained in their use.[4]

While this study is not an experimental one and we are thus not yet aware of the results of the Polson program, we may at least recognize that the objectives and methods seem to fit very well into a junior high and elementary course of study. We need more work like the development of this unit. We also need to have evidence of the usability of this work at the junior high and elementary school levels.

Discussion has also been used in the elementary schools to enrich the social studies program. Some efforts have been made to teach the problem-solving methods and attitudes at this level. On the whole these efforts have been successful in developing clearer and more critical thinking. We do not have a body of literature, however, that reports these classroom experiences at length and with sufficient objectivity to judge their true merits.

In Senior High School. Donald K. Smith, in 1943, reported that an experimental unit in discussion and critical thinking aided in developing critical ability as shown by scores on tests of critical thinking.[5] He also found that the training contributed to a successful discussion, that the students enjoyed the work, and that they considered it useful. Students taking part in the discussion unit taught under his program gained in quantity and uniformity of their ideas concerning the methods of critical thinking. This type of research is vital to the development of the discussion technique in teaching. Smith's study indicates that through discussion we may approach many of the controversial problems of the day with the high school personnel.

4. Ibid, 43-45.

5. Donald K. Smith., An Experiment in Teaching Critical Thinking in a High School Speech Class. Unpublished Master's Thesis, University of Wisconsin, 1943.

Robinson and Keltner[6] developed a series of units on discussion and debate at the National High School Institute at Northwestern University. They found that the discussion approach to the debate topic and proposition resulted in increased effectiveness in critical thinking and in the grasp of the basic problems of the general topic. Their study, however, was formative and not experimental. We cannot rely too much on the results of the units until controlled experimentation with them takes place.

In the Basic College Speech Course. Several studies have been made that relate to the use of discussion in teaching the fundamentals of speech. Johnson's study was one of the first of this type and was reported in the Timmons' study mentioned above.[7]

Ewing, in a similar study, reported that the group method of teaching the beginning college speech course resulted in some superiority in general speech, in the interpretation of data, in persuasive ability, and in the solving of social problems.[8] He also found that the persons in the discussion groups were more concerned with the organization and the logic of their materials than were the persons in the regular sections. The experimental groups in Ewing's experiment voluntarily spent more time in the preparation of their material than did the control groups.

Ewing's study emphasizes the fact that the results found in his experiment were not as distinct as they might be. He notes that the superior work of the discussion showed *as a tendency* rather than as a definite and significant difference. In comparison with Johnson's study we find that there are many similar conclusions. Both studies seem to indicate that the discussion method is superior in the socializing and critical thinking aspects, but that no definite trend is noticeable in the public speaking skills nor in personality development.

Several other experiments in this problem are being carried on at the present time. One such study is being conducted in the Fundamentals of Speech classes at Iowa State Teachers College. This type of study seems to drive right to the heart of the use of discussion in the classroom.

Discussion enables a student to learn more factual content in the basic course that the lecture method according to a study by Rickard.[9] He found that: (1) the first few meetings showed no appreciable change in the amount of factual material learned; (2) only a few

6. Karl F. Robinson, and John Keltner, "Suggested Units in Discussion and Debate for Secondary Schools," Quarterly Journal of Speech, XXXII (1946), pp. 385 ff.

7. Alma Johnson, "Teaching the Fundamentals of Speech Through Group Discussion," Quarterly Journal of Speech, XXV (1939, 440—7.

8. William H. Ewing, "An Evaluation of the Individual Versus the Group Speaking Methods of Teaching the Beginning College Speech Course," Speech Monographs, XI (1945), 80 ff.

9. Paul Rickard, An Experimental Study of the Effectiveness of Group Discussion in the Teaching of Factual Content. Unpublished Ph.D. Dissertation, Northwestern University, 1946.

class meetings were necessary before a student became sufficiently skilled in the method of discussion to use it profitably; (3) the average student will learn 17% more factual content in the course of a semester by using the discussion method; (4) the inferior student will learn 25% more factual content in the same period; (5) his ability of indirect recall will have improved 18% and his ability to demonstrate the functional operation of his learning by giving examples will have increased by 28%; (6) six months after the semester is over the student will be able to recall 56% more factual content than he could had he continued instruction under the lecture method.

These studies and reports represent a cross sectional picture of the type of research in discussion that may provide valuable evidence as to the use of discussion methods in teaching. We may conclude, with reservations, that:

1. Discussion may be taught in the junior high school.

2. There seems to be no concrete evidence as to the effects of discussion on the junior high or elementary school students. We need more information concerning this area.

3. Discussion taught in the senior high school may increase the critical ability of students and their understanding of the basic problems in controversial topics.

4. Discussion seems to show some superiority to individual study in the basic course in speech in the college as shown by the measure of subject matter and critical thinking.

5. The discussion method of teaching results in learning more factual material than does the lecture method.

There are many questions concerning the use of discussion in teaching that remain unanswered. Teachers and educators might well be concerned with the investigation and the reporting of research on such problems as: (1) What is discussion? (2) What are the characteristics of a good discussion? (3) In what subject matter areas in the elementary and secondary schools can discussion perform valuable service in meeting the objectives of these areas? (4) What are the most effective methods of teaching discussion? (5) How can discussion be used in intercollegiate and interscholastic speech activities and contests? (6) What methods of measurement and evaluation can be developed to measure the effectiveness of discussion in meeting various objectives? (7) What applications of discussion can be made in group counciling procedures?

We have just scratched the surface of a vast unexplored area of research in educational methods. At every educational level teachers and research workers need to probe the discussion process and report their discoveries in the literature. That literature will then provide for more information that in time will lead to greater efficiency and effectiveness in the teaching field.

Outcomes of Discussion

Earlier Studies. The earlier studies of discussion were mainly concerned with the effects or outcomes of the process. In these studies[10] discussion was reported to have resulted in more effective operation in the following activities:

1. Recollection of items.[11]
2. Time estimation.[12]
3. Ethical judgment.[13]
4. Creative thought.[14]
5. Solving puzzles.[15]
6. Estimating the number of beans in a bottle.[16]
7. Performing evaluative taskes and handling factual information.[17]
8. Learning a maze.[18]
9. Delayed recall.[19]
10. Solving algebra problems.[20]
11. Making decisions on controversial social problems.[21]
12. Scientific thinking.[22]

Later Studies. To these results (which must be interpreted, of course, according to the limitations of the particular research responsible for the findings) we may add two others of importance: Miller[23] discovered that discussion promotes thinking of the reasoning and support of opinion type. Robinson[24] found

10. See Timmons, op. cit., pp. 415-421.
11. J. F. Dashiell, "Experimental Studies of the Influence of Social Situations on the Behavior of Individual Human Adults." In Carl Murchison, (Ed.) Handbook of Social Psychology, Worcester, Mass., Clark University Press, 1935. P. 1131 ff.
12. W. Becterev, and A. Lange, "Die Ergebnisse des Experiments auf dem Gebeite der Dallektinen Reflexologie." Zsch. f. agnew. Psych. XXIV, 224-254.
13. Ibid.
14. Ibid.
15. G. B. Watson, "A Comparison of Group and Individual Performance at Certain Intellectual Tasks." Proceedings of the Ninth International Congress of Psychology. New Haven: 1930. P. 473; and M. E. Shaw, "Comparison of Individuals and Small Groups in the Rational Solution of Complex Problems," American Journal of Psychology, XLIV, 491-504.
16. A. Jenness, "The Role of Discussion in Changing Opinion Regarding a Matter of Fact," Journal of Abnormal and Social Psychology, XXVII, 29-34, 270-296.
17. R. L. Thorndike, "The Effect of Discussion Upon the Correctness of Group Decisions, When the Factor of Majority Influence is Allowed For," Journal of Social Psychology, IX, 343-362.
18. H. Gurnee, "Maze Learning in the Collective Situation," Journal of Experimental Psychology, XXI, 106-112.
19. C. L. Bane, "The Lecture Versus the Class Discussion Method of College Teaching," School and Society, XXI, 300-302.
20. W. W. Barton, Jr., "The Effect of Group Activity and Individual Effort in Developing Ability to Solve Problems in First Year Algebra," Educational Administration and Supervision, XII, 512-118.
21. W. M. Timmons, Decisions and Attitudes as Outcomes of the Discussion of Social Problems. Columbia University Teachers College Bureau of Publications, No. 777.
22. Alma Johnson, op. cit., pp. 440-447.
23. D. C. Miller, "An Experiment in the Measurement of Social Interaction in Group Discussion," American Sociological Review, Vol. IV, No. 1-6.
24. Karl F. Robinson, Effects of Group Discussion On Social Attitudes of College Students. Unpublished Ph.D. Dissertation, Northwestern University, 1940.

that group discussion was effective in changing the attitudes of college students on contemporary social problems.

To recapitulate briefly: Discussion seems to provide for increased efficiency and positive differences in (1) many of the functions involved in personal and group thinking, (2) attitudes toward social problems, and (3) the control and mastery of subject matter.

The studies in this area, however, are by no means conclusive or complete. Many questions remain unanswered. Among the pressing problems that need study are the following: (1) Does discussion affect study habits? (2) Does discussion affect intelligence? (3) Does discussion affect personal and social adjustment? (4) Does discussion affect ability to *listen* critically? (5) Does discussion affect the ability to detect fallacies of formal and informal reasoning? (6) Does discussion increase the possibility of group action? (7) Does discussion increase the probability of group action? (7) Does discussion affect skill in persuasion? (8) Does discussion affect skills in group leadership?

These and other problems provide a fertile field of investigation for the research worker interested in discovering what discussion can do is our democratic society.

Thinking and Discussion

We must begin here with the assumption that a vital relationship exists between individual and group thinking in the process of group discussion. In addition to this there may be a special "logic" or process of thinking particularly adapted to discussion.[25]

Up to the present, however, the most widely used concept and method of thinking in discussion is rooted in John Dewey's description of an "act in thought."

The Pattern of Problem-Solving. The Dewey pattern (called "reflective thinking" in some texts and studies) provides a progressive series of steps which a group may take in solving a common problem by discussion. These steps have been defined, described, and expanded to become the basic thought pattern of good discussion.[26]

There seems to be insufficient evidence available, however, to show that this so-called pattern is a natural one or that it is the *most* effective of several problem-solving patterns. We do know that the Dewey pattern has been taught as part of discussion with rather effective results, and that these results are measurable by a paper and pencil test.[27]

The Psychology of Thinking Related to Discussion. Psychological studies of the nature of these thinking and problem-solving processes that are so vital to good group discussion.

A summary of much of the work in psychology dealing with thinking was made in 1934 by Billings.[28] He reported that the essentials of the so-called "problem-solving reasoning" are: (1) A problem. (2) Understanding of a problem. (3) Solution of the problem. He further suggests that " . . . the ability to solve problems . . . may be shown ultimately to be the distinguishing characteristics of . . . 'intelligence' itself."[29]

Later research, however, seems unable to agree as to what happens between the problem and the solution phases of our thinking. Johnson suggests that " . . . problem-solving begins with the initial orientation and ends with the closing judgment, but between these bounds almost anything can happen in sequence."[30]

Chrisof, on the other hand, came out with the following conclusions:

1. Three phases appeared in the discovery and solution of a problem; the formulation phase, the elaboration phase, and the solution phase.
2. The period of formulation is marked by bafflement and search for the significance of an obscure and puzzling situation. When formulation has been affected the general procedure for reaching a conclusion is developed.
3. Elaboration involves evaluation, critical selection, integration and the like.
4. Solution follows this phase of elaboration and this final stage may produce only partial solutions or defeat.
5. Once the problem is formulated the entire course of thinking is directed toward the solution of the problem.[31]

While it is not the purpose of this paper to take a position in this controversy, we must admit that the Chrisof report provides us with the more tanglible descriptions with which to understand the whole process as it may be applied to group discussion.

That these problems have importance to our knowledge of discussion is obvious. If we wish to teach thinking as part of, and by means of, group discussion we must have some concept of what we are teaching.

Traditional Logic in Problem-Solving. One way out of the difficulty caused by the lack of general agreement on the psychology of thinking has been to rely on the traditional processes of formal logic. These processes have been adapted to the Dewey pattern as it is used in group discussion.[32]

21. See Douglas Ehninger, A Preliminary Study in the Logic of Discussion Method. Unpublished Master's Thesis, Northwestern University, 1938, for a very interesting discussion of this concept and a suggestion for the development of such a method.

26. See J. H. McBurney, and Kenneth G. Hance, The Principles and Methods of Discussion. New York: Harper and Brothers, 1939. pp. 10-15.

27. Alma Johnson, "An Experimental Study in the Analysis and Measurement of Reflective Thinking," Speech Monographs, X (1943), 83-96.

28. M. L. Billings, "Problem-Solving in Different Fields of Behavior," American Journal of Psychology, XLVI, 259 ff.

29. Ibid., 272. It would follow, then, that if we are attempting to increase and improve problem-solving through discussion, we are increasing and improving intelligence. This concept certainly needs to be examined at some length.

30. Donald M. Johnson, "A Modern Account of Problem-Solving." Psychological Bulletin, XLI, 2 ff.

31. C. Chrisof, "The Formulation and Elaboration of Thought Problems," American Journal of Psychology, LII, 5 ff.

32. See McBurney and Hance, op. cit., Chapters X and XI.

One of the more recent studies following this reliance on formal logic suggests that burden of proof and presumption are concepts that when understood by a person improves his skill in problem-solving.[33]

Henning found that a knowledge of presumption and burden of proof improved the skill of college students in solving problems on a non-oral level as measured by paper and pencil tests.

The Nature of the Problem in Problem-Solving. Another approach to the problem of thinking in discussion is to describe and analyze the so-called phases of the problem-solving process. Keltner studied the nature and the application of the first phase or the so-called "problem-phase" of reflective thinking in group discussion.[34]

In this study a discussion or thought problem is described as consisting of three basic concepts: (1) A main objective or goal; (2) specific or enabling objectives or goals; (3) obstacles preventing the goals from being achieved. When students are given this descriptive amount of the nature of a problem and are trained in recognizing and organizing these elements at the outset of problem-solving, there appears to be an increase in the ablity of the students to recognize the basic problem involved in the situation. The quality of the discussion as a whole seems to improve as a result of this training. It was further found that skill in the recognition and formulation of problems could probably be measured by a paper and pencl test.[35]

To summarize: The description of what happens to thinking in problem-solving discussion is still a relatively uncharted sea. Some tentative conclusions may be drawn from the literature in Speech and Psychology:

1. Problem-solving group discussion is closely related to individual problem-solving.
2. Individual problem-solving must be approached through both psychological and logical areas.
3. Problem-solving in general seems to involve at least the understanding of a problem and the development of a solution to a problem. What goes on in between is still relatively unorganized and unexplored.
4. A knowledge of some of the factors of formal logic as found in a study of presumptions and burden of proof seems to have a positive effect on the ability of students to arrive at valid solutions.
5. An understanding of the techniques and methods of formulating problems seems to improve the quality of discussion and the process of problem-solving in group discussion.

Many questions need answering in this area of discussion. Some parts of this general area have not been mentioned in the research literature. Some pertinent questions still unanswered are:

(1) What skills in formal logic are most helpful in problem-solving? (2) What specific thinking skills are needed in order to perform the functions of problem-solving as they appear in the Dewey pattern? (3) What happens between the problem and the solution stages in thinking and discussion? (4) Do different *types* of problems affect the facility with which a group works toward solutions? (5) What general pattern of problem-solving is most effective? (6) What is the nature of a substitutive behavior and substitutive thinking in group discussion, and where does it appear most frequently? (7) How does the use of various types of evidence affect the problem-solving process in discussion?

Methods of Measurement and Analysis

One of the larger obstacles confronting research in discussion is the difficulty in measuring and describing the process itself. Most of the studies reported here have found it necessary to develop new techniques of measurement and analysis. Most of these studies have also been limited by the lack of adequate methods readily available for experimental use.

The following methods and devices represent a cross section of the type of techniques available for description, analysis and evaluation of discussion and its related aspects.

1. Paper and pencil tests of skill in reflective thinking, problem-formulation, attitudes, and reasoning ability have been developed and used with some success.

2. Recorded transcriptions have been used to provide repeated return to the actual discussion.

3. Stenographic transcriptions have been used to provide a more precise source of information regarding the nature of the discussion. These transcriptions, however, have not been as accurate as the records when they have been made by on-the-spot stenotypists. When these transcriptions have been checked against the recorded transcriptions and thereby revised, their accuracy has been improved.

4. Trained observers have been used with some degree of effectiveness and validity in describing and evaluating discussion.

5. Check sheets and combination evaluation-description sheets have been developed that will allow an observer to classify and evaluate statements made during a discussion.

6. Questionnaires have been used effectively in collecting and tabluating data regarding the personal reac-

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33. J. H. Henning, An Experimental Study of the Role of Presumption and Burden of Proof in Problem-Solving. Unpublished Ph.D. Dissertation, Northwestern University, 1946.

34. John Keltner, An Experimental Study of the Nature and Training of Skill in Problem Recognition and Formulation for Group Discussion. Unpublished Ph.D. Dissertation, Northwestern University, 1946.

35. It must be made clear, at this point, that this study served only to develop a method of formulation and testing and to perform a brief experimental check on the value of the method in group discussion. Further experimental validation needs to be attempted in order to improve and implement the process developed in this experiment.

RADIO SECTION

EDITED BY HALE AARNES
Stephens College, Missouri

The object of this department is to promote all educational interests of the radio. Contributions welcomed.

RADIO IN THE PENNSYLVANIA FORENSIC AND MUSIC LEAGUE

BY LYNN W. THAYER

THE PENNSYLVANIA FORENSIC AND MUSIC LEAGUE is including Radio Speaking for the first time this season in its state-wide program of speech and music competition in high schools. In the former field this event appears in addition to the debate, original oration, declamation, which the League has sponsored since 1927. Sixty-one solo, ensemble, and large group events in music complete the scope of the organization.

The purpose of the radio speaking contest is to give students training and experience in this important medium of communication. The event as it is being conducted this year includes a prepared speech and an impromptu performance. The following is quoted from two of the League publications, the "Regulations for 1947" and the "Speech Bulletin."

> "1. The Prepared Speech will be original, expository, and not more than *five* minutes in length. It is suggested that the student prepare his script for reading in the form prescribed in "2" below.
>
> 2. The *Impromptu Performance* will consist of reading current news stories of about three minutes in length. This material will be typed or mimeographed, double spaced, in capitals, and handed to each participant 3 minutes before appearance.
>
> Material for the *Imphomptu Performance* will be furnished to county and district directors by the executive secretary immediately prior to the contest dates. Prepared speeches should be timed by the judges. Impromptu section need not be timed, as it is uniform and prescribed.
>
> This event should be held before the microphone, with the judges and audience in another room. The chairman is the only person allowed in the studio with the contestant. Schools without studio facilities should arrange if possible with local or nearby radio stations to utilize a studio during a free hour. For practice and preliminary criticism, reading behind a screen in the classroom may serve. Coaches should provide participants with frequent experience in impromptu reading in the manner outlined above."

Since many of the high schools in the state do not yet have radio facilities, a number of them are taking advantage of the cooperation offered by their local stations for studio use.

As a part of its first annual Speech Clinic, held at the University of Pittsburgh on January 25 of this year, the League included a detailed demonstration of the conducting of the radio speaking event. Two high school students prepared articles in the manner specified above, and, after a 3-minute period with the impromptu material appeared before the microphone.

As they read, the audience, composed of school administrators, speech teachers, and students, evaluated the performance in terms of outlines in their possession. These outlines included such items as the following:

How would you rate the voice for pitch? (high, medium, low).

How would you rate it for voice quality? (light, medium, heavy).

How was the voice? (hard, pleasing, unpleasant).

Could you understand the speaker? (wholly, in part, not at all).

Could you get a clear picture of the story being told? Could the voice "sell" you? Did it make you enthusiastic? Did it leave you indifferent? Did it antagonize you?

If you were an employer and had voice only to judge by, would you hire him?

Other comments:

These are some of the criteria by which the radio

audiences judge performers. The process may be conscious or unconscious, but it goes on all the time a speaker's voice is being broadcast.

At the conclusion of the performance, Mr. Lionel Poulton, in charge of production of the School of the Air of Station KDKA of Pittsburgh, gave his evaluation of the talks, point by point, and explained the basis of his judgment. His next step was to bring the speakers and microphone out before the audience and go over each point with them.

Speed of presentation, pronunciation of syllables, selection of emphasis, inflection, use of voice intensity, and general radio style were carefully discussed and illustrated, and corrections made where necessary.

In this manner, coaches enjoyed an unusual opportunity to determine points to be considered in the training of their own students.

Preliminary inquiry indicates a keen interest in this radio event in practically all of the counties which will compete.

The League, which is sponsored by the Extension Division of the University of Pittsburgh, maintains organizations in most of the 67 counties of the state. Winners of competitions in these counties go on to district contests. In turn, the top students and groups in each of the eight districts gather for the state finals. These final contests, this season to be held at York on April 18-19, are conducted in different sections of the commonwealth each year in order to equalize the cost of traveling among contestants.

Radio is also being utilized in other ways by the League. Last year the United States Army Air forces Band, under the direction of Major George Howard, broadcast over the Mutual network a program including our state contest required band numbers for the benefit of Pennsylvania high school players. This season both the Air Forces and the United States Marine Band, under the direction of Captain William Santelmann, are cooperating. The latter has programmed two of the required numbers on a March 5 broadcast, and the former is again planning special programs made up of state required numbers especially for our benefit.

Earlier in the year the Pitt Men's Debating Society staged a radio debate on the national question, "Socialized Medicine." A number of member schools seized this opportunity to listen in for new arguments which might prove to be useful to their own teams.

As was stated in the beginning, we are just pioneering this year in the radio field. As more schools obtain sufficient equipment and are able to find radio-trained teachers, we hope to include the original radio skit and other air activities in our forensic program.

We should like very much to hear from school organizations which have already successfully conducted radio training programs of this, or any other kind. In return, we shall be glad to furnish full information concerning any of the forensic events of the League.

Remarks for the Good of the Order

SOME IMMEDIATE RETURNS TO THE DEBATER

BY RALPH HUTTON

FROM time to time persons in a position to speak authoritatively have pointed out the long-range values of debate: learning how to think on one's feet, learning how to find and organize material, learning how to talk. It has also been shown that debaters are apt to obtain responsible positions after graduation, as evidenced by the percentage listed in "Who's Who."

These, however, are not the only returns. There are at least three benefits that come to the debater while he is still in school, (1) the personal enjoyment involved, (2) the improvement in his academic standing, and (3) the opportunities offered in other extra-curricular activities as a result of his participation in this one.

The enjoyment of debatng is so obvious that it is sometimes overlooked by those attempting to recruit a squad. I do not think it an oversimplification to say that the great majority of debaters participate simply because they like to debate. They realize that many other values are present, and certainly this realization does not detract from their desire to take part, but other values seem too remote, too abstract, to weigh heavily in their decision to try out for the team. Once a debater has taken part, once he has felt the thrill of soundly thrashing his opponents, no great sales effort is required to keep him coming out.

The second immediate return to the debater is an improved academic standing. Various studies have indicated a direct correlation betwen participation in debate and high marks in school. This, of course, does not necessarily prove that debate brought about the high marks; very possibly the high marks and the participation in debate were both brought about by a different cause—a high I.Q. Nevertheless, when one examines individual cases he finds evidence that debate participation does help scholastically. One student mentioned an examination which involved both cartels and the Keynes Plan, subjects he had debated earlier in the year. He attributes his "A" in that course at least in part to the impression made by his examination paper, which in

turn could be attributed to debate.

In another case, two students who had been debating the tariff problem happened to be in the same class. The problem was brought up in the text, and the instructor ventured a mild opinion, whereupon the two students jumped on it with both feet, showing all the arguments on the other side. When the discussion became embarrassingly one-sided the debaters proceeded to change sides and show the arguments on the other side. They attributed their "A's" at least in part to the showing they made that day.

The aid to debaters' marks in economics, sociology, and related courses is fairly evident. But debating also seems to help in courses farther afield. An English class studying Benet's "John Brown's Body" happened to have a debater in it. The instructor mentioned that Benet had a reputation for historical accuracy. When the time came for a critique of the book, the debater decided to find out whether Benet tally was accurate or not. He spent his entire Christmas vacation in the Library of Congress, newspaper offices, the Federal Archives Building, and other government offices checking every reference Benet's book made to the city of Washington. When Benet mentioned a drizzly rain, the debater checked the old Weather Bureau records to find the actual precipitation in Washington on the day in question. When Benet mentioned a certain Confederate army sighting the "spires of Washington," the debater checked to find out how close the army actually got to Washton, and whether in those days there were any buildings in the city with spires. When Benet said he was indebted to Walt Whitman's "Specimen Days and Collect" for a description of soldiers pouring back into the city after their defeat, the debater dug out from Library of Congress an old battered copy of the original Whitman paper to find whether Benet had included any details in his quote that Whitman had not included in the original. He also checked to find out whether Whitman was in Washington on the day in question, or whether he was depending on second-hand information himself. The student attributed his "A" in the course to this one paper, and he attributed the research to his debate training. It may be concluded from these examples that debate training is hardly a detriment to the student in his classroom studies.

The third return to the student debater is the increased opportunities offered him in other extra-curricular activities. In one high school, where considerable emphasis is placed by the students on the yearbook, and where the job of the editor-in-chief is considered one of the top school honors, a debater decided that he would do his best to get the job. Each nominee was interviewed by a board of three, consisting of the preceding editor-in-chief, the preceding associate editor, and the faculty adviser. The debater knew better than to face such an interview unprepared. He reasoned that he should spend as much time and effort preparing for the interview as he would in preparing for a debate, which was considerable. He carefully examined the three preceding yearbooks and brought a copy of the latest one with him to the interview. When questioned, he mentioned that he thought certain improvements could be made, and was asked to explain. His explanation showed the amount of research and amount of thinking he had done. He got the job. Later in the year the faculty adviser told him that the board had been hesitating between him and the other student, but the interview determined their action. The debater believes that his success in the intereview was due to his debate training.

In another case a high school debater joined a club composed of about 60 persons, largely non-debaters, devoted to the study of current national problems. He was elected vice-president at the second meeting he attended, as a result of his contributions to the first meeting. He attributed this to debate training. It may be concluded that debate sometimes aids the student in other extra-curricular activities.

These, then, are some of the immediate benefits to the student debater: 1. The personal enjoyment of participation. 2. The improvement in academic standing. 3. The help offered in other extra-curricular activities. True, the long-range benefits are perhaps more important than the immediate benefits, particularly from the instructor's viewpoint. But many a student is inclined to look at the present rather than the distant future. Directors of debate might find it of value to use some such ammunition when recruiting the fall squad.

ON THE SUBJECT OF SUBJECTS*

BY GREGG PHIFER
Baldwin-Wallace College

After Bowling Green one of our Baldwin-Wallace debaters reported a petition circulating among students attending the national convention. Afraid of debating some international question like control of atomic energy, signers petitioned that next year's debate question concern reduction of national debt.

At B-W the Department of Speech sponsors a Seminar in Public Affairs cross-indexed for credit in Sociology, Economics and Government. First among faculty suggestions stood control of atomic energy. Student reaction? "We don't know enough to discuss that problem." "There isn't enough material." "We're not scientists." "Even if we studied it, what could we do?" Students in this seminar just didn't want to discuss control of atomic energy.

What are the major issues on your campus? Here at B-W students get excited over compulsory chapel and prospects for a name-band dance. My friend at Grove City tells me his campus was rocked by the question of corsages—should we or shouldn't we?

*From The Forensic of Pi Kappa Delta, May 1947.

Can this attitude be general? Do students—even or especially the veterans—seek to avoid our most important and most difficult issues? What concerns your campus editors? Do you have an open forum on your campus, and if so, how many attend and participate? Do student groups want to study, discuss, debate our relations with Russia, control of atomic energy, prospects for coming depression?

Problems of compulsory chapel, school spirit, corsages have their significance in student life. More important issues center about race relations, the Communist party, compulsory military training, tariffs, population pressures, Palestine, liquor. Somewhere in this scale and probably below those listed, comes reduction of the national debt.

Despite inevitable student criticism, including almost unanimous opinion of our varsity debate squad, this year's national question was excellent. I don't defend the exact wording, except insofar as I was unable to make "direct share" less ambiguous without framing a less debatable question. But Congress and the country are deeply disturbed over labor-management relations. We who coach debate could answer proudly when our colleagues in the social sciences asked what our debaters were studying.

But next year? Mounting tension divides two great world powers in Greece, Turkey, China, Korea, Germany, Austria, Trieste. Rumors spread of a Russian atomic bomb. Five million unemployed walk the streets. "And what's your topic this year?" "We're debating reduction of the national debt." If our debaters and orators are not concerned with the most vital national and international questions of our day, then who is?

PUBLIC SPEAKING AND CURRENT AFFAIRS*

BY LIONEL CROCKER
Professor of Speech, Denison University

One of the problems on any college campus is to make students aware of the current scene. Everyone complains that students know little of what is going on at the moment. Robert Frost can come to the campus, and students stay home to read about Chaucer. William Henry Chamberlain comes to lecture on Russia; and the only audience is composed of housemothers, faculty, and townspeople. The students stay away as if by common agreement. Some of us think that students do not participate in current affairs because they are so busy learning about the past. Part of this is the fault of the curriculum makers. Much that is current is almost strictly taboo in the classroom. Ph.D. theses are often regarded as respectable only if about the past; history must be about past wars, but not about the present; literature must be about the "has-beens," less frequently about the current crop.

As a consequence of all this focus on the past, students seldom ask for *The Atlantic*, or *Harper's*, or *The Nation* on the newstands. They seldom hear them discussed in the classrooms.

Now as a teacher of public speaking I believe I have an opportunity to remedy this situation. Here are some ways I have sought to make my students some of the best informed on the campus in current affairs. In various ways I try to introduce my students to the great leaders of today. In speeches of courtesy I assign each student to one of the outstanding men of today to introduce. The student has to read books by this man, has to read his sketch in *Who's Who in America* and *Current Biography*. The student thus learns about Harry Emerson Fosdick, Raymond Moley, Louis Bromfield, Arthur H. Vandenburg, Virginia Gildersleeve, Nicholas Murray Butler, Robert M. Hutchins, and others..

Another device is to have the students digest a speech from *Vital Speeches* by one of the leaders of today. A recent issue of this magazine contains speeches by such leaders as Edward R. Stettinius, Jr., Harold E.Stassen, Eric Johnston, William G. Carleton, John D. Rockefeller, Jr., Clare Booth Luce, and Ira Mosher. Each digest must be preceded by a short talk on the author. Thus when the student runs across this name on the radio or in the news he feels he knows the individual. Needless to say, the ideas expressed in these speeches arouses the student's interest in current affairs. The student wants to talk about them with other students. The digest is a good, stiff mental exercise if rightly done, and, in addition, the side values are immeasurable.

Another exercise which chases the student to current magazines is a poem from *The Atlantic, Harper's, New Republic,* or some other magazines which intellectuals enjoy. In this case the student must choose a poem from any one of these magazines for the past six months, and use it for purposes of interpretation. As a result, the student learns that living poets often write excellently; perhaps in memorizing these poems, he will be led to read an article in one of these magazines. It has happened.

The radio offers us an opportunity to keep the student informed on current affairs. Every one of my students was asked to report on President Truman's first public utterance. He had to read what the newspapers said about this address, and he had to listen to radio commentators as they dissected the speech and found this phrase or that meaningful. What an opportunity we have to keep the student abreast of the times!

In the debate class we subscribe for one of the weekly news magazines, *Time* or *Newsweek*, which offer attractive subscription rates to classes. The debater is held accountable for the current material appearing in these magazines that bears on the proposition being debated. The instructor reads current magazines, listens to the radio, and discusses current affairs with his colleagues

Turn to Page 166

*From The Gavel of Delta Sigma Rho, March 1947.

WHAT DO WE KNOW ABOUT DISCUSSION?

Continued from Page 158

tions and thinking of the individual members of discussion groups.

The greatest need in the array of methods available for research is to discover a method for describing and evaluating discussion on the spot. While there are some observer methods available, they do not begin to approach the objectivity of the paper and pencil tests. Yet these paper and pencil tests cannot measure the actual discussion nor what goes on during that time.

Research in discussion is in serious need of new methods of measurement and analysis.

Summary

1. Discussion seems to have practical value in teaching students to think critically and to grasp and retain factual material and general subject-matter.

2. Discussion may be taught at the junior high, senior high, and college levels with varying degrees of success in reaching its objectives.

3. Problem-solving in group discussion is closely related to individual problem-solving. It is thus concerned with the factors of reasoning and thinking that apply to individual thought.

4. The on-the-spot methods of measurement and analysis of group discussion still lack the objectivity and accuracy of paper and pencil tests of individual skills in reasoning and problem-solving.

5. In general, the research in discussion has only scratched the surface of a tremendous realm of problems that must be solved before we can say that we really know what the discussion is about. We will continue to train people to discuss and to lead discussions, but we must recognize that this training is still inadequate.

Every teacher, student, and research worker who is interested in the growth and development of group discussion as a vital factor in meeting the challenge of modern education should be concerned with testing, experimenting, and creating new methods of teaching and refining the discussion process.

Special Feature Division

SOUTHEASTERN STATE COLLEGE AND THE SAVAGE FORENSIC

Southeastern State College is the result of an evolutionary process. When Oklahoma became a state in 1907 there was already in operation a normal school at Edmond, Oklahoma, having been created by the territorial legislature. The first state legislature made provisions for five other such schools. These institutions offered a course of study designed to train teachers for the common schools. This course of study required two years of college work and led to the granting of a life certificate for teachers.

In 1920, by legislative enactment these institutions were designated State Teachers Colleges. The course of study was enlarged to cover four years of college work and was designed to lead to a baccalaureate degree, either of science or arts in Education and to a life certificate for teaching.

Again in 1937, by legislative enactment Southeastern State Teachers College was changed to Southeastern State College. The course of study was again changed so that a baccalaureate degree in Arts or Sciences without any requirements in Education could be granted.

The result of these changes is that the college is now a liberal arts college. Courses leading to the profession of teaching are still offered, but many students come to the institution for a regular Bachelor of Arts or Bachelor of Science degree, or for pre-professional sourses.

The territory from which Southeastern State College draws its students is largely the twelve counties of southeastern Oklahoma, a district larger than New England. But in addition to this, the institution at-

Dr. T. T. Montgomery

President, Southeastern State College, Durant, Okla.

tracts many students from Texas, and Arkansas and other states as well as from other counties of Oklahoma.

The physical equipment of the college includes a campus of fifty-eight acres of land on which are located nine brick buildings devoted to instruction and administration. The old peach orchard on which the first building was erected in 1910-1911 has been converted into a most beautiful campus known as "The Campus of a Thousand Magnolias." Professor Robbins, of the Department of Agriculture, to whom this development is due, promises soon to have one thousand magnolia trees blooming on the college grounds.

In addition to the regular course of study, Southeastern has also emphasized extra-curricula activities in many fields. In this type of activity the college has had remarkable success in intercollegiate Athletics and Forensics.

Since 1941 Southeastesn basketball squads have won the Oklahoma championship five times. In 1946-1947 her teams won the championship in the State Conference in Basketball, Football, and Tennis. In the same year she won also championship in State conference in 100-yard dash, 200-yard dash, 120-yard hurdles, 220-yard hurdles, 440-yard hurdles, 440-yard dash, and discus throw.

In Forensics, debate teams have won superior rating for both men and women in the National Convention Tournament at Topeka, Kansas, and in the last national tournament at Bowling Green, Ohio. To climax the season of 1946-1947, Scottie Nobles and Gerald Sanders won the Siguard S. Larmon trophy at West Point in the tournament, sponsored by the U. S. Military Academy debating society.

Southeastern students have always been interested in intercollegiate debating. One of her outstanding alumni had his forensic activities broken up by his call to service in the First World War, only to make himself more famous as an aviator. This is Lieutenant General Ira C. Eaker, who recently returned to his alma mater to present a plaque to honor Dr. Linchied, who was his debate coach in college and to honor Southeastern students who win distinction in Forensic activities.

The interest in Forensics, however, was greatly increased at Southeastern as in many other institutions by the organization of tournaments by which students were given a much wider sphere of intercollegiate activities and much extended program of debate especially. General Eaker never had an opportunity of more than four or five intercollegiate debates in one year, whereas in 1946-1947 Gerald Sanders and Scottie Nobles engaged in sixty-three debates.

The Savage Forensic has become one potent influence to stimulate forensic activity in the Southwest, particularly. This forensic was organized in 1930 as an invitation tournament for debate and other forensic activities. We believe it is the only forensic that has continued without any break annually since its organization, the last annual meeting being the eighteenth.

For one or two years, owing to war conditions, the attendance was small, but a meet was held every year.

It has been the policy of the director to invite all chapters of Pi Kappa Delta and representatives from any other educational institution of higher learning of Class A standing.

The Savage Forensic, we believe, has initiated two features in Forensic activities, one of which is a contest in Bible Reading and another is mixed debate. So far as we know, no other forensic has included Bible Reading, but mixed debate has found its way into almost all tournaments, though not always as a separate event.

The Savage Forensic regularly offers five divisions of debate. They are Junior Men and Senior Men, Junior Women and Senior Women and mixed men and women. The individual contests regularly include Oratory, Extemp, Poetry Reading, and Radio Speech for men and women separately, and After-Dinner Speaking, and Bible Reading for men or women.

These contests have always been held on Friday and Saturday of the first week in March. In recent years other contests have been offered on Thursday, constituting a separate tournament for those institutions which wished to participate.

T. A. Houston, Professor of History and head of the department, organized the Savage Forensic and has directed the eighteen meets and since 1931 has been coach of Debate.

CRITICAL MATERIALS

Continued from Page 153

gives her life for what she believes. Sometimes people believe in little or nothing. One life is all we have, and we live it as we believe in living it, and then it's gone. But to surrender what you are, and live without belief —that's more terrible than dying—more terrible than dying young."

"We live in deeds, not years; in thoughts, not breaths;
In feelings, not in figures on a dial.
We should count time by heart throbs.
He most lives
Who thinks most, feels noblest, acts the best."

The character of the world is changing. It is changing as the result of the influence of the characters of noble men upon the characters of ordinary and lesser men. The evolution of this is slow, but it is as certain as time itself. We are nearer to world peace now than we were after the first world war. Good characters are leading the way to world friendship. Time is required for growth. Rotary is of distinct value in this progress. The opportunities for the improvement of Character through the four avenues of service in the great Rotary movement multiplied by the years of Time can make this world a wonderful place in which to live.

Southeastern State College Library building

Artist's view of Southeastern State College — Center, Administration building; from lower left around circle, President's home, Library, Science hall, Music building, Education building, Repair building, Industrial Arts building, Gymnasium, Tennis courts . . . Emergency housing behind Science hall; Amphitheater behind Education building.

Southeastern State College Campus in snow, looking from administration bldg.

Science Building

Southeastern State College Industrial arts build ing just completed

Lt. Gen. Ira Eaker, deputy commander, U. S. Army air forces, alumnus of Southeastern State College, presents college and debaters with bronze plaque.

Southeastern State College Administration building

ORATORY SECTION

EVAN E. ANDERSON, Editor

THE CENTER POLE

BY HAROLD BRACK
Augustana College, Rock Island, Illinois

FOR about two weeks we had been sleeping on the ground. Then suddenly, one day, our hospital ward tents arrived from the beach and we were fortunate enough to obtain one. However, when we unfolded it, we discovered that all we had was a fly tent—a tent top without any sides. Nothing else was available, so we stretched the canvas and moved in.

Three evenings later a terrific wind and rain storm swept down on us. I was awakened immediately. The driving rain lashing in under the side of the tarp also awakened within me the natural, human urge to save self. Abruptly, I glanced out into the infernal darkness. Dancing uselessly in the raging storm were two tent stakes.

As you can well imagine, in a "jiffy" I had my boots on. It took a little longer to find my flashlight and shovel, but when I did,I ducked headlong into the elements. Somehow strength came, so did composure. I finally succeeded in redriving the liberated stakes and tightening the tent ropes again. But by that time two of the corner stakes were jerked loose. I backed away as if to analyze the situation and discovered that the wind was rushing down the hillside, in under our tent and puffing it up. Each time the tent heaved, the ropes tugged. And each time the stakes wrenched, the tent lurched.

I began working my way around the tent, pounding in one stake after another. Before long I abandoned the project, since I found myself drenched to the skin, cold and covered with mud.. I'd lost my flashlight and the wind was dispersing stakes faster than I could drive them in. Entering the door of the tent I met a fellow coming out. "Come on," he said, "let's not quit now. If we don't keep those stakes in the ground the tent will blow over."

The two of us renewed the struggle with this miniature typhoon. It seemed desperate at times. But within an hour the wind died down. Despite the odds we had kept our tent. There she was, still standing.

In a very real sense we are living in a storm which today is blowing not only on a desolate island in the Pacific, but which is smacking dangerously against our whole global structure. The United Nations have stretched a fly tent of security over the world, but the pity of it is that soon there won't be enough stakes to peg it down. Palestine with its seething Jewish problem, India's cry for freedom, China's factions, the daily border incidents of Greece and Poland's mythical free elections all indictae that the stakes are giving way. If enough of them pull loose the fly tent of world security will collapse.

However, there is a peculiar feature about a fly tent. That is, that if the center pole is supported, if it is held upright, then, even though the storms of war sweep down on that tent, some of the stakes pull loose, and a corner pole or two fall, the tent will stand.

The General Assembly of the United Nations is the center pole of our present fly tent. "The Assembly," the editors of *The Free World,* "has at least succeeded in becoming the faithful reflection of the world, with all its deep divisions . . ." "The faithful reflection of the world"—think of it! The peoples of the world have the opportunity to share in international affairs—to have a voice in the prevention of world conflicts. In the near future, then, career diplomats may be replaced by a world government responsive to the will of the peo-

ple. That is the goal toward which Woodrow Wilson sought to direct humanity when in 1918 he declared, "These great ends can be realized only by the determination of what the thinking peoples of the world desire . . ."

And to our generation, the Czechoslovakian minister of foreign affairs renews the tragic negligence of the past when he asserts, "The league of nations failed because in the time of crisis it could not rely upon the support of the people." The peoples of the world must eagerly strive to make their influence felt in the General Assembly, for it is the structural pillar of the people. "The success of the United Nations," says Secretary General Lye, "depends ultimately on the continued support of the peoples of the world."

The question which now confronts us is: What can we in America do to support the center pole—the General Assembly? The people of Middletown, Ohio, have answered this question with a typical pioneer spirit. Two veterans, members of the local American Legion Post, placed a plan for improving the United Nations before their post. One of the legionnaires advised that they tell the whole community about the plan. A few weeks later all the church bells were ringing furiously. That night two thousand peeple packed the Legion Hall to hear a discussion on world peace by such authorities as Ely Culbertson and Congressman Gardner. Today, some twenty-three organizations of that community have endorsed a plan for improving the United Nations. These organizations are sending representatives to other cities to promote their plan.

In the field of radio the YMCA recently sponsored a national contest to secure scripts which will challenge individuals to make their daily living a vital contribution to world peace. And, in the realm of religion, the Federal Council of Churches has embarked on a mighty campaign to inform church goers across the nation and cause them to take an active part in supporting the United Nations.

On our own campus, the local United Nations committee recently sponsoreda United Nations week with a series of special lectures and projects to stimulate student thought. Following this week petitions were circulated and later forwarded to our representatives in the General Assembly. This is the American story thus far.

What are you doing to support the center pole? Perhaps you're saying, I haven't the time, or maybe you're maintaining that nothing you could do would really be effective. Don't forget, because other people felt that way a little over twenty-five years ago, 14 million men were killed, 46 million were wounded, and in a score of nations: towns were destroyed, farms ruined, people left homeless, and in this very winter millions are starving. Unless we take the time and unless we find something that we can do which will be effective, all that we love and cherish will be destroyed by the storms of war. I think it becomes apparent that we must support the United Nations with a United Effort!

This very hour the fly tent of world security flaps dangerously in the winds of war. Brave men and women are stiving to save the tent and protect the world. Are we then to flee the wrath, "to let posterity fulfill our lives," or are we sufficiently aroused to join our brethren across the barriers and make this a people's peace by putting our determined shoulder to the center pole?

PUBLIC SPEAKING AND CURRENT AFFAIRS

Continued from Page 164

as part of his duty. Consequently he is kept informed on current affairs. In a recent *Time* test on our campus one of the public instructors turned in one of the highest scores. This is as it should be.

If the student gets his background material in the classes in economics, history, and the natural sciences as well as the other sciences, why should not the class in public speaking make the student aware that the same issues are being discussed today? If the assignments in the class in public speaking are kept *au courant,* the student feels that it is worthwhile to know what is going on about him.

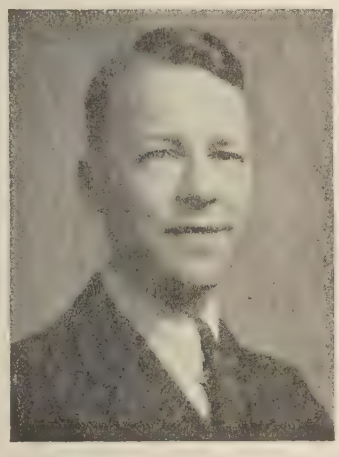
Other advantages lie in the area of audience adaptation and that of influencing tastes. Since much of the background of the audience which the student addresses has been gained from radio and screen, why should not the student be encouraged to draw upon this material?

The public speaking teacher has a unique opportunity on the staff of a college to fill a gap too long neglected. A class in public speaking should be the best informed on the campus. A teacher with a hundred students all daily primed in current affairs can make an impression on a campus that cannot be over estimated.

Besides the temporary benefits of this stress on current affairs on the life of the student, it is altogether possible to believe that a life habit is being built up. If a teacher directs a student to the editorial page of *The New York Times* for an editorial to refute, he may be setting a pattern that will follow the student all his days.

These are but a few of the means an alert teacher of public speaking can employ to put the student right up-to-date in his thinking. A student who has learned something about Robert Frost will not let his appearance on the campus go unnoticed. I have even known students to ask parents to send them a year's subscription to *The Atlantic* for a birthday present.

The NFL has now divided California into two districts. L. D. Hanks remains Chairman of the Southern California District, but a Chairman for the northern district has not yet been announced.



HIGH SCHOOL HANDBOOK

Division

Edited by HUGO E. HELLMAN

THE NATIONAL DEBATE SUBJECT

RESOLVED: THAT THE FEDERAL GOVERNMENT SHOULD REQUIRE ARBITRATION OF LABOR DISPUTES IN ALL BASIC INDUSTRIES.

DEFINING THE PROPOSITION AND LOCATING THE ISSUES

WHAT is worse than a speaker who deesn't know what he is talking about? That is no $64.00 question. The answer is too easy. Worse than a speaker who doesn't know what he is talking about is the debater who doesn't know. To the speaker, his topic or theme must be precise, clear, and definite if he is to speak effectively anywhere. If it is not, the audience feels that it is being hit in the face with hunks of mush. The same is true for the debater, but even more so.

For this reason we believe it will be profitable for the debater at this point in the debating season to turn his attention to a careful check of his interpretation of our proposition on compulsory arbitration. In the final analysis, the proposotion means to the American high school debater what the committee that chooses the question had in mind when they put it together. Since it is their job to choose our proposition, and since we agree to accept the proposition as they have chosen it, the committee is the final arbiter.

When the National Committee sat down in the Spring of 1947, and went to work on wording our question, they had some definite things in mind. Let us now concentrate on finding out what those things were to give us some notions on what these debates are going to be about.

In the first place, it was their idea that you should argue about labor relations—specifically about the methods of settling labor disputes. They had in mind the fact that we are having a lot of strikes and that these strikes were halting production and in some cases paralyzing our business activity. That is the problem.

Now, many solutions have been proposed for this problem, but one of the more common ones is arbitration. So they decided that it would be profitable to argue about whether or not arbitration is the best means for solving the problem.

Now, there are several ways in which you set up systems of arbitration. Individual states might do it. Cities might do it. Counties might do it. But these are not our propostion. Our proposition says "the Federal Government."

Our proposition also says "in the basic industries." It might have said "in all industries." It might have said "in the essential industries" or "in the coal mining industry," but it does not. It says "in the basic industries."

So here we have it:

"RESOLVED: THAT THE FEDERAL GOVERNMENT SHOULD REQUIRE ARBITRATION OF LABOR DISPUTES IN ALL BASIC INDUSTRIES."

Now let us pick this proposition apart to determine precisely what each word and phrase means, and then put them back together for that sort of good, clear understanding of what we will be debating about that will enable us to debate like experts.

"Federal Government"

The first term in the proposition is clear enough. Every experienced debater has a handy phrase he tacks on to clarify that one. He simply says that by "the Federal Government" is meant the government in Washington—the national government. While there is no problem in connection with this term in defining, there may be a problem in debating—a *problem* for the affirmative and a good idea for the negative. Here they are for you to think over. Under the proposition, the affirmative is bound to advocate a Federal system of ar-

bitration. It must be centralized in a bureau or administrative office in Washington—that is, be a part of and under the central government. Perhaps that is bad? Maybe the Federal Government has its finger in too many pies now? Perhaps the States could set up arbitration machinery more effectively?

"Should Require Arbitration"

The next three words of our proposition are the heart of it. The pin is down to the nub of the problem. Let us take the noun—the thing—first and see what it is, and then go back to the verb and see what should be done about it.

What is arbitration? What does arbitration mean? We can find out what it means to the average man by looking in the dictionary. Webster says that arbitration is:

> "the art of arbitrating . . . the hearing and determination of a cause in controversy by a person or persons either chosen by the parties involved or appointed."

Suppose you are playing a sandlot game of baseball, and Bill Smith smacks one down the first-base line. It looks fair to you and foul to the other side, and a dispute arises. If you call in an innocent bystander and both sides agree to let him study the situation and decide, that is arbitration. You have what Webster says is "the hearing and determination of a cause in controversy (a dispute) by a person (the innocent bystander) chosen by the parties involved (the two teams). This "person or persons" may be "appointed." That is what happens in the usual ball game. You have the umpire, appointed by the league, and he is the arbitrator.

> (Incidentally, right here the affirmative might be thinking about using the analogy of the baseball game in defining arbitration. It will be good strategy against the negative that will be thinking about calling arbitration "un-American" and "dictatorship." Baseball is the great American pastime. Would anything as essential to it as the umpire be "un-American"?)

This, then, is the mere dictionary definition of arbitration. In debating we need to have a better understanding of our terms than this if we are going to do good debating. We must know (1) the finer shades of meaning that a word has, and (2) the special sense of the word as it is used in the proposition. First let us turn to the finer shades of meaning in arbitration. We can learn those by considering other words which are similar, yet not quite the same thing.

Among such words, similar to "arbitrator," is the word "judge." "Judge" implies the possession of superior knowledge, experience, or wisdom and the power to determine the truth by weighing impartially the merits of the case, as in a court of law. Then, of course, there are the words "referee" and "umpire" used chiefly in sports. They refer to the officials who run the game, enforce the rules, and make the decisions (before the controversy arises). Closest in meaning to "arbitrator" is the word "arbiter." He, too, is one who makes decisions, but "arbiter" stresses the authoritativeness of the decision and the fact that the decision is final and indisputable. We usually speak of a final arbiter as "God, the final arbiter."

Now, an "arbitrator" is like a judge and like a referee and like an umpire and very much like an arbiter, but not exactly. As they say in the cigarette ad, "something new has been added"—new and important for a debater. Arbitrator specifically implies an aim to conciliate the dispute by reaching a decision just to all concerned. A judge is not much concerned about the feelings of the criminal when he finds him guilty. An umpire doesn't "give a hoot" how you feel about it when he calls you "out" at second base. An arbitrator, on the other hand, wants and tries to leave everybody happy and satisfied.

Those are fine points, but we believe that knowing them will help you to do better debating. Now let's move on to the second problem—that of learning the special meaning of "arbitration" as it is used in the proposition. In the proposition we are concerned with labor relations and labor problems, and therefore we want to know what arbitration means in the field of labor relations. We should note, however, that in the proposition the word "require" precedes "arbitration," and that the Government should do the requiring. Now, the Government does this "requiring" by passing a law, and in this case it would be a law compelling arbitration. In other words, what we have here is "compulsory arbitration"—a term which has been widely used in a special sense in labor relations for years.

What does "compulsory arbitration" mean? We can learn about the means of compulsory arbitration (as a method of settling labor disputes) by comparing it with other methods.

Collective Bargaining

The most popular and one of the most widely known methods of settling labor disputes in recent years has been collective bargaining. It is one about which you are going to hear a great deal from the negative side in the course of your debates, and it is therefore one which you should thoroughly understand. Collective bargaining, according to Webster, is:

> "Negotiation for the settlement of the terms as to wages, for example) of a labor contract between an employer or a group of employers on one side, and an organized body of workers on the other."

Collective bargaining is, in effect, a procedure working

to make a collective agreement between the employer and the voluntarily selected representatives of his employees concerning wages, hours, and working conditions. It should be noted that collective bargaining was a product and a result of union organization. It came about because the workers organized. Before collective bargaining, there was another method by which wages were determined. It might be called competitive bargaining or the open market method. Before unions, when a man wanted to buy some man-hours of labor, he simply announced (by advertising in a newspaper or a sign on his door) that he wanted help. Or, before that, as in biblical times in the time of Christ, the owner of a vineyard went into the market place and found people who wanted to work. In the Bible story he did not bargain at all. He simply told them they could go to work, and it was taken for granted that at the end of the day they would receive a wage he considered just. In more recent times, when the man put out the "Help Wanted" sign, he offered what he thought it would take to get the man to go to work. If machinists or brick layers or ditch diggers were scarce, he offered a bit more; if they were plentiful, he offered less. If he had workers employed and he found them quitting to go to work somewhere else because they could make more money in another place, he raised his wages in order to keep them. This was completely free, private enterprise competition in the labor market.

As you will readily note when you think it over, something entirely different came into the picture with collective bargaining. The workers' bargaining power was tremendously increased, and the strike weapon was added. Collective bargaining, which usually includes the threat of a strike, involves in addition to the man ceasing to work, his protection of his job and his prevention of anyone taking it while he is off the job.

Mediation

There is another type of settlement of labor dispute that comes under the heading of mediation. "Mediation" comes from the Latin "mediare"—to be in the middle—and the person who mediates really gets in the middle between two parties in dispute. The term has special meaning in international law, and this has been carried over, almost intact, into labor relations. In international law, mediation is the intervention of one power between other powers, on their invitation or consent, to arrange amicably differences between them. There are certain people who are well known as labor mediators. They are people who have certain skills at the business of bringing business agents of unions and employers together. They sit in on the dispute and try to get the two parties to see eye to eye .This is mediation.

Conciliation

Concilation is used synonymously with mediation, and a labor conciliator is the same as a labor mediator.

Voluntary Arbitration

When the parties to collective bargaining are unable to reach an agreement, they frequently agree, by common consent, or of their own accord, to submit their dispute to an arbitrator, with the understanding that the decision rendered will be accepted by both parties. It is in this last respect that voluntary arbitration differs from mediation and conciliation. When a mediator or conciliator is called in, he does not have the power to render a decision that is binding on both the two parties. In voluntary arbitration the arbitrator makes up his mind, and that settles the argument. In conciliation and mediation, the conciliator tries to get the parties to the controversy to make up their minds —to come to an agreement—but his decision is not binding on both parties.

Compulsory Arbitration

The arbitrator in compulsory arbitration sits in the same position as the arbitrator in voluntary arbitration —that is, his decision is binding to both parties in both cases. In compulsory arbitration, however, the arbitrator was not invited in by the two parties, but was sent by a higher authority—under our proposition, the Federal government. The principle of compulsory arbitration and the essence of the meaning of the term for debate purposes lies in the recognition of the government's legislative authority to intervene in an industrial dispute and compel both employer and employees to submit their conflict to this third party for a decision. This arbitrator has the authority, then, to set the terms and conditions for employment whether or not they might be voluntarily agreed upon by the parties involved.

What are the Besic Industries?

Now that we have acquired not only a definition but a reasonably good understanding of the thing we are debating about—this compulsory arbitration—we should turn next to a consideration of where this thing is going to be applied. Our proposition says arbitration should be required in the *basic industries*. This is a term that has not been used long enough in labor relations and economics to be very specific, in meaning. We can easily enough arrive at the central idea involved, but out at the fringes of meanings (as we have talked about them above under definitions) we may have some difficulties. In other words, it is easy enough to say that there is this and that industry that is certainly basic. But there are others about which we cannot be so sure. Certainly coal mining is an industry basic to the country. The oil industry is basic. The steel industry is basic. Yet out at the fringes of these, take for example the steel worker who is smelting the

steel that goes to make hat pins—he is not in a basic industry.

During the war we developed the idea of "essential" industries—those that were absolutely necessary for the economy of the country. Since these industries received special considerations in the form of priorities, etc., every industry wanted to be considered essential, and older debaters will recall the billboards which carried a picture of a very attractive blonde in a mink coat, along with the slogan, "Furs for Morale." If morale was needed to win the war, and furs were necessary for morale, then the fur industry was an essential industry.

This suggests the difficulty here in building the fence around the edges of the meaning of the term "basic industry." But we do not believe that this need concern the debater too much. The argument centers around the idea of whether or not we should have compulsory arbitration, and it is probable that if you can prove it to be good in one industry it will also be good in another. In any case, the affirmative is reasonably well protected by the central meaning of "basic" as we must define it. Webster says that "basic" means "of or pertaining to the base or essence"—that "basic" means "fundamental and essential." This would give the affirmative some justification for insisting that by the basic industries is meant the essential industries.

We can get some help for the meaning of "basic" from the Taft-Hartley Labor Bill. In writing that law, our legislators had in mind what the framers of our proposition had in mind when they said "basic" industries." The machinery for arbitration in the Taft-Hartley Bill is applied to those strikes "which, if permitted to occur or continue, will imperil the national health and safety." In other words, our legislators were thinking about those industries which are so basic to the functioning of our economy that their failure to function would cause chaos in our country.

We believe that for the purposes of practical debating the affirmative will have done its job if it says: "By basic industry we mean those that are fundamental and essential to the economy of the country." This might be illustrated in audience debates for purposes of clarity by giving a few examples. This would mean simply pointing out a few of the basic industries and several non-basic ones. You might say, for example, that a basic industry is one such as agriculture, coal mining, timber, home construction, etc.; and by non-basic industry is meant such industries as race tracks, amusement parks, saloons, and (?) beauty parlors.

Locating the Issue

The next step after defining the term is that of making a preliminary survey of the proposition to locate the tentative issues. We say tentative issues because it is only after long study and a few practice debates that you can really locate the issues on a proposition. The tentative issues are sort of guide-posts that help steer you through the maze of research and preparation on a problem.

Standard Analysis

It is the custom in American high school debating to analyze on the basis of certain stock issues. The first has to do with whether or not there is a need for a change or a cause for action, and the second asks whether or not the proposal to which the affirmative is bound by the proposition will meet the need and solve the problem.

There is another way of making an analysis which a few sharp debaters have been using in the past year or two that is probably more reasonable and logical and will certainly win debates. It is the method of analyzing on the basis of principle-application. We will turn to that one after considering the standard approach.

Is There a Need for a Change in our Labor Legislation?

The issue here is whether or not we have a labor problem in our country, a basically unsolved problem that must be solved. The question here is whether or not we have so many strikes, lockouts, work stoppages and similar labor difficulties so as to create a situation which cannot be tolerated. The question here is: "Must we do something—and now?"

Will Compulsory Arbitration Solve our Labor Problem?

If it can be shown that we have a basic unsolved problem in labor-industrial relations, the second step in selling your listener and the judge on compulsory arbitration consists in showing them that this compulsory arbitration will solve the problem *as you have outlined it.*

Is Compulsory Arbitration Practical?

In addition to showing that something must be done and that compulsory arbitration is the something, the affirmative case must meet the objection that the solution may fail on the basis of some practical difficulties. Such questions as, "Can suitable administrative machinery be set up from Washington to administer the plan?" "Can it be feasibly financed?" and "Will it really function as you outline in thory?" must be answered.

These questions make up a basic standard analysis of our proposition.

Principle-Application Analysis

We have indicated above that it has become so much the standard practice of American high school debaters to analyze their proposition on the basis of need-plan that there are a lot of debaters (and incidentally, a lot of coaches and judges) who believe that this is the only way in which a debate proposition can be analyzed. As a matter of fact, there is another way which is older and probably a great deal sounder. It is the method of analysis that was used by the great debaters of history, from Demosthenes and Cicero down through Pitt, Burke, Gladstone, Webster, Lincoln and Douglas. As a matter of fact, you can read the Lincoln-Douglas

debates from cover to cover and you will never find the words "need-plan" in one of the arguments. These great debaters of history always proceeded on the basis of principle-application.

The need-plan of analysis is really not completely log ical, because a case built on this type of analysis is very often inadequate. Suppose, for example, I have a proposition of whether or not I should rob a bank, and I make my analysis on the basis of need-plan. I could prove conclusively that I needed the money; I believe it might be possible for me to demonstrate that I have a good, practical plan for carrying out the robbery. Should I therefore rob the bank? Have I made a complete case for the robbery?

The principle-application analysis first asks the question of whteher or not this proposal is right in principle. Lincoln, in his debating, for example, always began by asking whether or not whatever was being argued about was in accord with American principles of democracy. He would ask: Is it right, is it just, etc. Let us now proceed to make this type of analysis for our proposal of compulsory arbitration.

Is Compulsory Arbitration Sound in Principle?

To answer this question, we would make a simple analysis of what compulsory, arbitration is—what it consists of in essence. Such an analysis would yield the fact that this type of arbitration consists in calling in a third party to render a binding decision in a labor dispute when the other two parties of the controversy have failed to agree. Is this fair? Is this right? Is this just? Is this in accord with American principles of democracy? Does this satsify our American system of prvate enterprise? Is this in tune with the principles of government and political science under which we operate in America?

Will Compulsory Arbitration Work in Practice?

To complete the analysis on this basis, we must go on to show that in our practical work-a-day world the proposal which we have demonstrated to be right in principle can be applied to that world and still work out in practice. The question here is whether or not we can implement a program of compulsory arbitration. The question here is whether or not such a system can be fitted into our economy and our society. The question here is whether or not it appears likely that you can devise machinery which will go into the complexity of our large corporations and strong unions and solve their problems in the realm of labor relations by compulsory arbitration.

We like this type of analysis in the first place for the reason we have given above. We believe that it makes a more complete and adequate case. The standard type of analysis leaves a very fundamental and basic question unsolved—the question of whether or not the proposal is basically right and just and reasonable.

There are other reasons why we prefer the principle-application approach. One of these is that we have used it in many debates in recent years with tremendous success, both on the affirmative and on the negative. This success is probably due in some degree to the fact that it invariably catches the opposition flat-footed. They are not prepared to argue on such a basis. This makes it good strategy, but it is not a 'trick case." Some judges may call it a trick case, but it is really the true logical approach. Its success, in most part, is probably due to this last fact.

When you argue whether or not a thing is right in principle, you really get down to the heart of the problem. This simplifies the whole job because you do not have a whole series of complexity of issues to defend. In a case built on the principle-application analysis, when you have shown that your proposal is right (or wrong) in principle, you really have the opposition locked. In this country where we operate on the basis of certain principles, when you have shown that a thing is right according to those principles, you have won your case.

SPEECH PERSONALITIES

VICTOR ALVIN KETCHAM

By E. W. Wiley

Professor of Speech, Ohio State University

Victor Alvin Ketcham, professor of Speech at the Ohio State University for thirty-four years, died on July 20 at Mt. Carmel Hospital, in Columbus, after a two and a half-year illness. He was 63 years old.

Professor Ketcham was born in Corning, Ohio. He attended the Ohio University prior to entering the Ohio State University, where he received his A.B. degree in 1907. He went on to receive his LL.B. degree at the Ohio State University Law School in 1910.

Early in his career Professor Ketcham turned from the practice of law to the teaching of Speech. He taught at the University of Maine from 1910 to 1912, and at the University of Illinois from 1912 to 1913, before becoming associated with the Ohio State University as a staff member in 1913. Professor Ketcham served for three decades as director of Public Speaking and Debate courses and activities at Ohio State. In 1936, he was made Chairman of the newly created

VICTOR ALVIN KETCHAM
Ohio State University

Department of Speech. His own indefatigable labor in bringing the new department into being was recognized by his associates.

In the late 29's and early 30's, Professor Ketcham spent much of his time giving lectures to classes of the personnel heads of several large corporations, including RCA and General Electric. In this work he was highly successful.

Among the works of Professor Ketcham were, "Argumentation and Debate" (1914), and "Make a Good Speech (1944). The latter is now in mimeograph form and will be published soon. His lecture, "The Seven Doors to the Mind," has been printed in several text books on public speaking as ilustrative of the imaginative elements in Speech.

Professor Ketcham was a member of the American Association of University Professors, the Speech Association of America, the Ohio Society of New York, Delta Sigma Rho, the Lions Club at New Lexington, Ohio, and the Faculty Club. He is survived by a son, Victor A. Ketcham, Jr., a Columbus attorney, and a grandson, Victor H. Ketcham. His wife, Mrs. May Clare Ketcham died in December, 1944.

Funeral services were held in Columbus, July 23, and burial was in New Lexington. Members of the Speech Staff at Ohio State University served as pallbearers.

OUTSTANDING HIGH SCHOOL STUDENT

This section has been given over thus far to college students, but in this issue it was determined to select and present a high school student deserving of special mention. After casting about the editor decided that it was best to rely upon the judgment of persons closer to the high school level and in touch with it constantly through their work with students of the high school age, so we turned noturally to The Rostrum of NFL and represent the student they chose to honor in the May 1947 number, Walter Grosjean of Wooster, Ohio, high school, winner of the National Extempore Contest, written up in part in the Speech Contests Section.

The Rostrum says: To cite all the high achievements of Walter Grosjean in speech, scholarship, and in school society would take pages for even a simple listing of his honors.

He won his NFL Degree of Honor in his first year, and his Degree of Distinction in the second year. Excelling in debate and oratory, he has starred on the varsity debate squad the past two years. This is his third year as a delegate to the District Student Congress. He may currently be heard over WAKR, Akron, in the Junior Town Meeting of the Air. His acting in plays and operettas has earned him membership in the National Thespians.

Activity in sports, Hi-Y, German Club, Junto, Soc and Buskin, DeMolay, and scouting has not prevented him making a scholastic record that earned his election to the National Honor Society.

Popular with his fellow students, he has held a long series of important offices in the school. This year he holds the school's most coveted office—President of the Student Senate.

To top his speech career he won the national championship in extemporaneus speaking in the national tournament at Jennings.

On another page, under the division of Speech Contests, there is another account of Walter Grosjean, supplementary to this, which emphasizes more his career in Speech contests.

WALTER GROSJEAN, *Wooster, Ohio H. S.*

What Becomes of Debaters?

THE EDITOR initiates a new department in this magazine by drawing on his own debate squad—three different generations—for an answer to the question that heads the section. Perhaps that was not very modest of him, but when the idea struck, as they do sometimes strike editors—it was too late to get a response from one of the many colleges and universities which have debaters and whose records make them justly proud—SO—this department will be continued if other colleges and universities will write up and send in pictures of their debaters who have made unusual achievements or who have risen to positions which we all honor such as the boys (I should say men—but they are still my boys to me) who are presented here.

If your squad in the past has produced Speech professors in College, School superintendents, noted lawyers and ministers, or physicians, generals, congressmen, Senators, Governors, College Presidents and Deans, etc., why not write them up? There has been a sort of concerted move of recent times to sneer at debate, to represent it as something unworthy of a student's time, and something derogatory in a college career that has to be "lived down," or as something to be avoided studiously and religiously because it might encourage a "fight image" or an obstreporous and argumentative disposition, and that some milque-toast activity is better, so those of us who have debaters that have successfully demonstrated that debate did not hurt them, but really made them, should present them to the public. After all it is the truth that sets us free. Debaters are not usually found in jail. They usually are occupying positions of great service to the public—positions that ordinary people look up to with high regard.

To begin with a fine example, allow me to introduce:

Dr. Fred D. Fagg, Jr.
President of the University of Southern California

FRED DOW FAGG, JR.

He is the newly elected sixth President of the University of Southern California, beginning September, 1947, after serving several years as Dean of Northwestern University, Evanston, Illinois—to be exact, since 1939.

Suppose we begin at the beginning. He was born July 30, 1896, in Brooklyn, New York, city of the famous Tree and a certain baseball club. His father was a Y.M.C.A. Secretary and for many years served in this capacity at San Diego, California. Fred Dow, Jr., spent his early school days in the public schools and then entered the San Diego Military Academy. From here he matriculated in the University of Redlands in 1915.

Here he began a career in debate and drama, in both of which he was highly successful, winning all but one debate in which he engaged and the Southern California Oratorical Contest and other speaking contests. The world war interrupted his college career, and he entered Uncle Sam's service to become an aviator.. He got as far as England, and was within one week of the greatest bombardment flight of the first world war when the armistice was signed.

Returning to the United States, young Fagg found his way back to Redlands to join two of his comrades, both from the service, in a debate against Occidental, followed by another with Southern California. With his comrades Fagg went out for the football team in his senior year and made good, playing throughout the season. Upon graduation in 1920, he went to Harvard University on a scholarship and entered the Economics Department, where he held his first academic appointment as an Assistant in Economics. He received his A.M. here in 1921.

Northwestern Universtiy made him Instructor in Economics in 1923-27.

Here the young Professor Fagg took advantage of his position and its nearness to a Law School to get his J.D. from Northwestern Law in 1927.

The University of Southern California made him Assistant Dean of the College of Commerce, and Associate Professor of Economics, and lecturer in the School of Law, 1927-29. He was given leave of absence to become the first United States Exchange Professor in re-

search in the Institute of Air Law at Koenigsberg, Germany, 1928.

Northwestern University recalled Dr. Fagg in 1929 to become professor of Law in its Law School. Here the opportunity opened for him to found the Institute of Air Law, and become its Managing Director, and Editor of the Magazine, Journal of Air Law, which he also founded, and edited 1930-37. He was made Managing Editor of the Journal of Radio Law, 1930-31.

This experience led to his appointment as Legal Counsel to the U.S. Senate Committee on Aircraft Investigation, 1937-38. Legal Advisor, Federal Aviation Commission, 1934-35, Director, U.S. Bureau of Air Commerce for Dept. of Commerce, 1937-38; Consulting Expert, Civil Aeronautics Authority, 1938-39. This led to many Aereonautical affiliations—too numerous to mention—all because he was a 2nd Lt. 92nd Aero Squadron of the A.E.F. for two years, 1917-18, during the First World War. He also instructed in aviation during that time at Ellington Field, Texas.

Dr. Fagg is also a member of the Illinois State Bar Association, Chicago and Los Angeles Bar Associations; Order of the Coif, legal honorary; Delta Theta Phi, legal; Pi Kappa Delta, forensic; Delta Sigma Rho, Forensic; Alpha Kappa Psi, Commerce; Alpha Eta Rho, national aviation fraternity founded at U.S.C.; Phi Beta Kappa, national Educational scholarship.

Northwestern University took Dr. Fagg from its Law School to make him Dean of the School of Commerce in 1938-39, or rather recalled him from Washington, D.C. Later he was made Dean of Faculties and Vice President of the University (1939), which position he has held until invited to the Presidency of U..S.C.

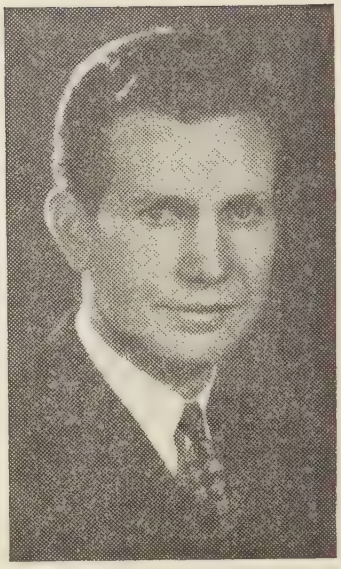
If we do say it, this is some career for a debater after all. Dr. Fagg was an A student in practically all of his classes, but attributes most of his success to the training and methods of work he acquired in debate at the University of Redlands. His Alma Mater honored him with an LL.D. in 1939.

Dr. Fagg married a girl he met at the U of R, Vera Wilkes, and has two children: Barbara Louise and Fred Dow Fagg III. In addition to his training and intelligence, Dr. Fagg owes much of his success to a pleasing personality, both in conversation and on the public platform.

DR. ROY C. McCALL

When the University of Oregon decided to separate its Speech from the English Department during the college year of 1946-47, in order to build a bigger and better Department and Graduate School of Speech than now exists on the Pacific Coast, they chose Dr. Roy C. McCall of the College of the Pacific, Stockton, California, to head the new venture.

What kind of career has this star debater of the University of Redlands had? He began at Whittier High School. Came to the University of Redlands to major in



Dr. Roy C. McCall
Head Department of Speech, University of Oregon

Speech. He was interested in drama, interpretation, and oratory and debate. He excelled in all of them and made A grades in most of his other courses. The Glee Club fought for his services as Reader, but were obliged to share them with the Debate Squad. McCall, like Fagg, made two eastern trips in debate, the most coveted assignment in his day in the University of Redlands. He lost the chance at Wichita Convention, in an unpopular decision, to make the finals in debate at the 1930 Pi Kappa Delta Convention.

In drama at Redlands McCall played Shylock in the Merchant of Venice and Henry VIII in When Knighthood Was In Flower, with the girl he married, Velma Hooper of Redlands, in the leading role as Mary Tudor. After graduation, McCall entered the Graduate School of the University of Iowa, where he took his A.M. and later his Ph. D. In the interim between the degrees he taught Speech at Whitman College, Walla Walla, Washington, Dr. Dwayne Orton, President of Stockton Junior College, induced him to succeed him as Professor of Speech at College of Pacific and Stockton Junior College, which position he has held for many years, and has given up to develop Speech at Oregon.

This does not end Dr. McCall's story by any means. He was chosen President of Holmby College, but as the institution was sold before he took office, gave up the position to remain at College of Pacific. Recently he has been offered two very excellent positions in the Middle West in Speech and in administrative work, which he rejected in favor of the Speech work at Oregon. Dr. McCall is married, as mentioned before, and has a son,

Daniel McCall. Dr. McCall is a member of Pi Kappa Delta, Theta Alpha Phi, forensic and dramatic honor societies.

McCall has given the Home-coming address at his Alma Mater, is very well known in the Speech field, and is a favorite with his contemporaries because of his charming personality, cooperative spirit, and spirit of good-will. He has contributed to magazine with articels on the Speech field, and has written a book for freshmen Fundamentals of Speech, which has been accepted for publication by one of the foremost book firms in the country.

He is another debater who is unashamed of his training.

CARL WESTON McINTOSH

Here is a young man who in his few years out of college has done much better than the time justifies. Perhaps his training and his personality and his innate tact and human understanding have helped.

McIntosh was graduated from the Redlands High School in 1932, and entered with the class of 1936 in the University of Redlands. Because of his friendship with Egbert Ray Nichols, Jr,, he entered Debate and Speech work, and later dropped an English major to graduate in Speech. He became the leading debater of his college generation and an able extempore speaker. As a sophomore he conceived the idea of winning the National Pi Kappa Delta Extempore Contest, and worked at the preparation until he achieved his goal. His debate record was also an exceptional one, and with Nichols and Drexler as team mates he reached the quarter finals in the Houston Convention of Pi Kappa Delta.

McIntosh chose Iowa as his graduate school and had a successful period of study there. His first academic position was at Park College, Parkville, Missouri, where he coached both debate and drama and achieved an enviable success. Here McIntosh met and married his leading co-ed debater, and they have a daughter.

A friend of Mac's, John Snedicor, now of Santa Barbara State, formerly of the University of Idaho, Southern Branch, called the attention of McIntosh to his position at Pocatello, which he was leaving. The position was given to McIntosh, and he and his wife were asked to preside over one of the dormitories at the very bgeinning of his teaching career there. To illustrate one of Carl Weston's great loves—he killed an elk his first hunting season in Idaho.

Good fortune did not always shine upon him. The war came and the Navy did not give him a commission, a sincere disappointment, and the army drafted him. He went over seas in a humble capacity. However, when he was discharged and returned to Idaho, fortune smiled. His president was invited to help General MacArthur in an educational campaign in Japan, and he chose McIntosh to take care of his work while on leave.

So, McIntosh was made Acting Executve Dean and ran the Southern Branch of the University of Idaho as chief executive last year. He did so well the authorities advanced him to Executive Dean this year.

You will say this was luck! Just luck! But you are wrong. It takes more than luck to get favorable notice and positions of responsibility. It takes a demonstrated measure of his ability, and Mac has that. In addition to his training in debate and Speech and other academic courses, he has tact and human understanding. He

CARL WESTON McINTOSH
Executive Dean, Idaho State College, Pocatello

knows how to foresee and forestall unpleasant situations and get an atmosphere of cooperative friendliness that other people appreciate. Mac is discerning and helpful.

He won debates by shrewd thinking and careful valuation of details, and he dared to be original and different in his tactics in contests. He did not follow the groove or beaten track. He always found a better way, and it is not surprising that as a young man he holds a position of trust and importance. He is another who would give debate its full credit in shaping his career.

W. S. Howell and his debate squad at University of Minnesota have sponsored a Student United Nations Conference or Assembly for two years. This spring the Univ. of Wisconsin held a similar event (written up elsewhere in this issue). We hope to carry an account of the Minnesota United Nations Meet next issue. Among other colleges to carry on such a meet are The Principia, Illinois, and Smith College.

EDITORIAL *and* COMMENTS

BY THE FROSTING YE SHALL KNOW IT

For some time I have been puzzled by the way poor programs seem to be able to draw audiences while good programs utterly fail. We are talking now about all sorts of attractions—oratorical contests, debates, public forums, church meetings, piano recitals, string quartets, plays, operettas, and the like.

At first I thought perhaps the producers of early radio shows were right—that the audience mentality is about 6 years; anything above that level drives them away. But the people I know do not talk or act like 6-year-olds, and I simply have not been able to accept this explanation. Surely there must be some other reason for the evident lack of correlation between quality of program and size of audience.

Then I tried observing programs which are presented in the form of a series, where the same audience can be expected to return over and over again if sufficiently pleased or sufficiently impressed. Without doubt, many motivations for attendance are present, but it seemed someone to whom we can reasonably be expected to look for successful programs, the cake was almost always covered with attractive frosting. A few bouquets of flowers, and perhaps ushers in evening dress are examples. The presiding officer is often a person older and more noteworthy than the average member of the audience, someone to whom he can reasonably be expected to look up. Not infrequently there are printed programs. All of this is just frosting, of course, but in many cases the frosting sells the cake.

The idea seems to be to give the impression that this program is a carefully planned, important affair. If the spectator doesn't like it, the implication is that he must be one of those unfortunates who doesn't appreciate the finer things. Take the case of a certain amateur symphony orchestra. The quality of the music is disgraceful; no section is in tune with itself, much less with the other sections; attacks are made together only by coincidence. Yet the auditorium is packed at every concert, and not by relatives, either. The attendance is evidently due to the attractive frosting. Well-known soloists are chosen as guest artists; ushers and performers appear in evening clothes in a beautiful auditorium; printed programs, which contain long lists of socially prominent people as sponsors and patrons, are distributed; the tickets are sold for about twice what they are worth. All of these Christmas tree ornaments lead the audience to think that the tree itself is attractive. People leave the auditorium praising the performance, or perhaps saying they "just don't seem able to understand classical music"; if they were honest with themselves they would say, "This program stank." Fooled by the attractive trimmings, they come back for more.

Debates which drew audiences of 200 sometimes were not nearly so good as other debates which drew no audience at all. One difference lies in the trimmings or lack of trimmings at previous debates.

Frosting alone is not enough, of course. In the fall of 1942 I happened to have some time in New York between trains, so I dropped around to the 44th Street Theater to see what New York's young "New Opera Company" was up to. At the time, the company's policy was to allow each opera to run a full week instead of following the Metropolitan's policy of single-night stands. The New Opera Company felt that its production would be better under this plan, and it was right. Two nights before, the curtain had risen on "Rosalinda," the Max Reinhardt version of "Die Fledermaus." Standing in line ahead of me, waiting for tickets, was a young girl. I couldn't help overhearing her conversation with the ticket seller. She asked for tickets for the following week's opera, after "Rosalinda" closed. The ticket seller explained that this week the company thought it would let the same show run over *an extra week or so,* depending on how well it did at the box office.

One year later, when I returned to New York, "Rosalinda" was still playing, and it went on to play two seasons on Broadway with at least two road trips thrown in for good measure. I don't know when it finally closed, but in 1945 it was still going, having run through the existing box office records for operetta like a modern bulldozer in a china shop.

"Rosalinda" had frosting—to name two examples, a specially designed, hand-painted curtain, and the magic name of Max Reinhardt. But it was first-rate *cake* too —wonderful acting, staging, and singing. It set off a chain of reaction, an upsurge of operetta that is still in full swing, the only difference being that now we are getting mostly frosting instead of cake in such shows as "Oklahoma" and "Carousel."

Once in a very great while good cake will sell on its own merits, even when the frosting is spread pretty thin. "Life with Father," which recently broke the all-time record for length of run of any Broadway production, is an example. But "Life with Father" remains an exception.

The conclusion to me is that if directors of debate want audiences, they need *both* attractive frosting and good cake. Without the frosting, too often good cake simply isn't sold. And with it, almost any cake can be sold!—G.M.M.

WE NEED PHI RHO PI BACK AGAIN

The slowness of the comeback of Phi Rho Pi has been disappointing. That robust, lusty, husky giant of prewar days is but a faint and anemic shadow of his former self. He is like a boisterous youth stricken down with polio, who sits and wonders whether he will live; he fondly hopes to recover, but doesn't really expect it. The Southern California arm of this once boisterous giant is still flexing. Maybe upon its undying energy a complete comeback may be organized. The California bunch says it can be done, and they are going to do it. On the point of asking the National to come out and imbibe some enthusiasm, they found that Weber College was also asking for the National. They decided they could support Weber—they were for anything to get going again.

YOO-HOO, NFL!

J. Edmund Mayer has the California debate interests, both high school and college, all "hepped" up over hav-the NFL National Conclave at Alhambra next June. The hope that this sort of convention will bring debate back again has everyone agog with enthusiasm. With all our heart, strength, and enthusiasm, this magazine says to all NFLers: Welcome to California..

THE NATIONAL DEBATE SUBJECT

Despite the fact that the debate proposition this year is unpopular here and there, we wish to say that we think it is one of the best subjects we could possibly be spending our time on. It will occasion young men and women of college age to do a lot of thinking and reading and research on one of the knottiest of all world problems—upon, perhaps, the most important question we have to face. The fact that some phase of it is on the front page of the newspapers everyday, makes it a redhot, constantly evolving, constantly changing challenge everyday. What more can we ask?

The high schools have the other big problem—the labor situation. We had that in the colleges last year. The most valid objection we have heard to the College question—Federal World Government—is that we debated it three or four years ago, and that the high schools also debated it, and now that generation of high school students is in college. The assumption here that it is the same question, flies in face of the facts. It isn't the same question. The atom bomb changed all that. It is not nearly so theoretical as it once was. Not nearly so charged with idealism as it once was. It was never more pertinent, and urgent than it now is. Let's be realists and face facts. Nothing but the truth should concern us now. We have the chance to prepare our future leaders now to live in the coming age—the atomic.

THE SIMPLE, UNADULTERATED TRUTH

For those who contribute to this magazine unsolicited we are deeply grateful. For those who always comply when we ask for help, or information, or for an article, or for news, etc., we are thankful indeed. For those who renew their subscription promptly and back up their interest in us with checks, we are both grateful and thankful to the nth degree. For those who decide promptly to subscribe or not to subscribe and let us know when, and often why, we appreciate greatly. Those who assume we can read their minds, and say nothing, disappoint us. Those who want their subscription to be a yearly revolving sample copy, really get us down!! "And now it's time the Walrus said to speak of other things."

The cost of printing and the slowness of collections, along with the slowness of our growth, are forcing us to come down in size and try to get within our income. We are sure you will understand, accept facts gracefully, and do your best to help.

SOME USEFUL MAGAZINES FOR COLLEGE DEBATERS

United Nations World. This magazine is published by the United Nations World, Inc., whose owner and publisher is Egbert White and others. It has a notable array of editors and contributors, among whom are Thomas Mann, Lin Yutang, Jan Masaryk, William L. Shirer, and Pearl S. Buck. It carries some notable articles of interest to one studying the present college debate topic. It is published at 385 Madison Ave., New York 17, N. Y.

The United Nations News is published by the Woodrow Wilson Foundation in cooperation with the Carnegie Endowment for International Peace. It carries news and is a sort of journalistic report of the doings of the United Nations and accounts of other events that have a bearing upon world organization. It is now in its second volume.

The United Nations Weekly Bulletin. This is a news record or journalistic account of events that bear on the United Nations. It is published at 2960 Broadway, New York City, by the Department of Public Information of the United Nations and is distributed by International Documents Service, Columbia University Press.

International Organization. Published by the World Peace Foundation. Vol. 1, No. 1, begins Feb. 1947. Contains articles and documents of importance. First number has an article: From League of Nations to United Nations, by Leland M.. Goodrich. Another by Philip E. Mosely on Peace-Making 1946. And still another—The Genesis of the Veto by Dwight E. Lee.

The second number, issued June 1947, has articles on An Unfortunate Decision by A. Lovelady, The Food and Agriculture Organization of the United Nations by H. Belshaw and The Middle Powers in the United Nations by George De Glazebrook. The first article concerns the decision of the Economics and Social Council of the United Nations to compose all its advisory commissions of government representatives, which the

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College Handbook Division

Edited by EGBERT RAY NICHOLS

NATIONAL INTERCOLLEGIATE QUESTION:

RESOLVED: THAT A FEDERAL WORLD GOVERNMENT SHOULD BE ESTABLISHED.

ONCE again we have a debate question in which the FEDERAL WORLD GOVERNMENT daily paper carries what evidence there is to support a move for a federal world government. We have a United Nations. Shall we be content to keep it going by whatever inaction and concessions are necessary, or shall we insist on remodeling it or by-passing it with a new organization. We face the problem our forefathers faced when they gathered to put an end to the Confederation of states and adopt a federal constitution that created our nation.

It is a simply stated proposition: Resolved, that a federal world government should be established. It does not imply how, by whom, or when. It leaves much unanswered. In the unanswered, lies affirmative freedom—and we might add, negative fear.

As to the terms—they should be fairly clear and understandable. We see little sense in demanding that "world" means that it must include every nation. The League of Nations and the United Nations do not include all the nations, for we read in the news that Russia has just got through vetoing the admission of a group of five of them. Yet we have fallen into the habit of regarding the United Nations as a loose form of government called a confederacy or association of nations. How does a federal government differ from a confederation? The usual thought is that it has more power, or authority, over the states associated. A confederacy is a loosely bound organization, a federation is a strongly bound organization. In a federal government the states cede more sovereignty or power to the central or over-all organization. A federal government is a government composed of states, which have associated themselves together in a central organization to which they have delegated certain powers. A federal government is a government of delegated powers, composed of states which retain the residuary powers. In a federal government it is usual to delegate to the central power or over-all power the interstate affairs and the foreign affairs. In a confederacy it is usual for the states to retain the foreign affairs and a portion of the interstate affairs. A confederacy fails because the state retains enough powers over foreign and interstate affairs to throttle the central organization.

It is upon this rock of stubborn fact that the League of Nations failed, and it is upon this same rock that the United Nations is in the process of failing.

A definition of "federal" taken from a dictionary probably does not carry too much weight. "Federal" is a political science term—it is a technical word. To understand it fully and completely, one must study the forms of government. For instance, must a federal government have a president because the United States has a federal government and has a president. Can a federal government be ruled by a Prime Minister and a cabinet which is subect to a parliament. As to the first question, the answer is probably "no." A president is but one form of executive. A cabinet Parliamentary form of combined executive and legislative can be a possibility unless the principle of separation of powers and checks and balances as we know them in the government of the United States is vital to the federal form. If separation of powers is not vital to the federal form, then checks and balances are also incidental. A combined legislative-executive is a practicable and workable thing as the government of England, to say nothing of many other examples, amply demonstrates. If a cabinet-parliamentary combination of executive and legislative can be fitted into a government of associated states which have delegated some of their powers to a central or over-all organization, then possibly what we have called "federal" in the past and "Cabinet-parliamentary" are not distinguishing characteristics of forms of government. All power, theoretically resides in the

people. The state by common consent becomes the organ of expression of that power.. Sometimes this comes about by custom and practice. Sometimes it is a matter of a written constitution or agreement ratified by the people involved.

Government implies executive, parliamentary or legislative and judicial powers. The term "federal" has the effect of implying or suggesting that the government is an association of states which have delegated a part of the people's power which they possessed to the central or over-all organization. Because some federal governments have separation of powers and checks and balances raises the question of whether they are necessary to the federal form. If they are, then a cabinet-parliament combination of executive and legislative is impossible in a federal form. It would seem reasonable that the contracting states should have the right and privilege of deciding upon this issue themselves in forming their federation. What has been done does not necessarily enjoin what might be done.

So we have, then, thus far, practically concluded that the term "world" does not require every nation to be a member of the world government, and that the term federal does not necessarily mean that variety of form is denied the federal government. As long as it is an association of sovereignties which are delegating a portion of their powers to a central or over-all government it is a federal government.

If we are correct in this analysis, the affirmative has the privilege of determining the form or character of *federal* government as long as it remains within the necessary boundaries of a logical and acceptable definition of "federal." If what we have found is not a logical and acceptable definition of the term "federal," there can be a fundamental dispute over terms at the very beginning of this debate. It does not seem reasonable to the writer to limit the sovereign states to some definite form of "federal" if they wish to choose a different form. After all, it is the sovereign states that are setting up the "federal government."

It certainly can be a "world" government as long as any nation of the world is eligible to join it, or the possibility of a world government is out from the beginning. Knowing what we know now, if every nation must be a member, we might as well give up. So it is to be hoped that no one quibbles over these beginning considerations.

When once we seek the purposes of a world government, the reason for it, then we shall reach the real issues of the debate and fall into all sorts of contending groups.

One group will say it is for enduring peace. Another will maintain it is for economic rehabilitation and prosperity in world trade and finance.

Another group will urge it for security against another group or world philosophy.

Others will demand one world, and others will demand the recognition of the fact that we are hopelessly divided into two world's or two world philosophies.

Another group will demand that the nations submerge more of their soverignty, give up the veto for the sake of prosperity for all.

Another group will make no demands, drift along as we are, avoiding hostilities, until the desirability of agreeing and getting together manifests itself so forcibly that it becomes inevitable, or somebody dies and leaves world politics to a just set of men of good will.

We have forecast here only a few of the possible views that will arrive in the discussion of this subject.

Undoubtedly we shall also have a variety in method and form of arranging argument. Some debaters will want to argue upon the basis of need and the possibility of meeting that need with a federal form of government. Other debaters will stick to the practicability of a federal government or any world government. Still others will enquire into the expediency, the right, the justice of a move toward a federal government in the face of the fact that we now have the United Nations, which has not as yet proved an entire failure. Others will assume the failure of the United Nations and argue for a new start, or for an adaptation to meet world conditions, which is a form of a need case, although gains and advantages for the nations will be the goal rather than needs. The debater who pins his faith to one strategy may find himself upset by another strategy. In the search for the wisest and best strategy of debate, for the best form of case to use, pro or con, you have our best wishes. At the time of writing this we haven't decided, and if we had, we might not tell you, for you would just blame us for a bad steer, if you failed to put it over.

SOME USEFUL MAGAZINES

Continued from Page 177

author considers an unfortunate choice. Address 40 Mt. Vernon St., Boston.

The Changing World, a magazine published by the American Association for the United Nations, Inc., under the editorship of Clark M. Eichelberger, is strongly aligned for the continuation of the U.N. and for a policy of appeasement of Russia to hold together in the hope of better days ahead. Address 45 East 65th St., New York, 21.

Interational Concilation of the Carnegie Endowment for International Peace has many useful articles for this year's college debate subject in its recent numbers. The June 1947 number 432, has an article on Security Through the United Nations, the fifth report of the Commission to Study the Organization of Peace. Address 405 W. 117th St., New York 27.

Miss Hazel M. Bright of Lake Park, Minn., was a member of the Summer Session staff at the College of Pacific.

TECHNICALLY SPEAKING

Question Box or Department of
Technical Information
GEORGE McCOY MUSGRAVE, Editor

HERE ARE THE ANSWERS

1. How should one go about organizing a rebuttal speech? G.W.

The introduction usually goes something like this:

> Ladies and gentlemen, tonight we have heard a great many arguments on both sides of the topic. These arguments have been tossed back and forth a number of times. As concluding speaker for the . . . side, I would like to review briefly just what these arguments were and what has happened to them during the course of the debate. I think that after we all realize which arguments remain standing and which have fallen, you will be as convinced as I am, ladies and gentlemen, that the proposed plan should (should not) be adopted.

During the last few years increasing emhasis has been placed on summary during rebuttal. Certainly if there is only one rebuttal per talk, that talk will be devoted to summary. If, on the other hand, there are two rebuttals per team, the first can be devoted largely to refutation and the second to summary. Since in any event the last rebuttal is devoted to summary, the task of refuting and rebuilding must be undertaken long before then.

The good rebuttalist is expected to do two things: First, he must show that his own team's case remains standing. Second, he must show that his opponents' case has fallen. He concludes by showing that the proposal offered by the affirmative should (or should not) be put into effect.

Now quite evidently it is not enough for the rebuttalist simply to assert that his own team's case remains standing. He must demonstrate that such actually is the case, which can be done only by taking each argugument offered and tracing its refutation and counter-refutation throughout the debate. Similarly, he must take each argument offered by his opponents and show how it was refuted, how counter-refutation was made, and how finally the counter-refutation was answered, how the argument thus fell to the ground, and how the opposing team's case fell when each argument fell in this manner.

This is quite a job. Only a good rebuttalist can do it in five minutes. Sometimes his task is lightened by the fact that the opposing team was forced to admit, in questioning, certain arguments. Then it is not necessary for the rebuttalist to trace the course of those arguments; he simply points out that the opposing team admitted them in the questioning period, and therefore they must be allowed to stand, supporting his own team's case.

The most common mistake made my rebuttalists is the attempt to answer any and all statements made by the opposing team, whether those statements prove anything or not. Once the debater has become more experenced, he realizes that the best thing to do with irrelevant material is to point out its irrelevancy rather than to refute it. Furthermore, he realizes that a lot of material brought in by the opposing team is perfectly harmless, even though not entirely irrelevant. He is perfectly willing to allow harmless material to stand, even though he might have the facts to the contrary. His time is too valuable to spend on anything except the main issues that show whether or not the proposal is worth adoption.

The organization of a good rebuttal speech, then, is something like this: 1. Introduction. 2. Summary of his

own case, with the conclusion that it remains standing.

Summary of the opponents' case, with the conclusion that it has fallen. 4. Summary of the debate, with the contention that the proposed plan should (should not) be adopted.

2. What is the best way to prepare questions for Oregon debate-—V. E. O.

Your use of the word "prepare" shows that you are on the right track. Those inexperienced in Oregon debate sometimes think that all the debater has to do is to sit back, listen to the opposition's talk, and then spontaneously fire out pertinent questions that will demolish his case. Nothing of the sort happens, of course. Successful questioning is not done on the spur of the moment. The line of questioning is carefully thought out in advance, rehearsed, possible answers are considered, and the series so well planned that regardless of the answers given, the major point can still be established.

From this it follows that questions ordinarily should be directed toward building up the questioner's main points, rather than toward refuting the witness's main points. The questioner knows, long before the debate, just what his own case will be, but he never can be sure until the debate itself just what the case of the opposition will be. His prepared questions pertain to points he *knows* will come up—his own.

Advanced debaters sometimes follow the other course as well. They work out several lines of questioning, each refuting some anticipated argument of the opposition. Then whatever arguments are advanced can be refuted in questioning. This procedure involves more work, of course, because a number of different lines of questioning must be prepared. But it can be used with remarkable effectiveness.

Reasoning in questioning is ordinarily from the particular to the general. If the debater wishes to show that a certain plan will require the levying of additional taxes, he establishes a number of costs, one by one, then establishes the total, and then establishes the fact that taxes must be raised to meet this total cost. If the debater wishes to show that a certain proposal would make the next depression worse than the last one, he first shows a number of ways in which the last depression was bad enough, then establishes the fact that we certainly do not want the next depression to be worse, and finally shows how the proposal would aggravate these undesirable conditions.

Sometimes it is suggested that the debater write out in advance the exact questions he intends to ask. I have tried this, and I have seen others try it, but with only limited success. Advance preparation is essential, and keeping the line of questioning thoroughly in mind is essential, but trying to follow such a line of questioning from a sheet of paper is too much of a job. The other extreme, questioning with no notes at all, is likewise difficult, although perhaps this extreme is more practical than the other. The usual course is to follow neither of these extremes, but to follow a written *outline* of the essential points to be established. Such an outline will establish the sequence and will suggest the subpoints without the subpoints being written down, and it will help the questioner keep on the track when the witness tries to wander off.

3. What type of person should be selected as chairman?—G. R. A.

Ordinarily the chairman for an audience debate is someone older than the debaters, preferably a man. Dignity and impartiality are the essential attributes. College or high school teachers, city officials, federal or local judges, and similar persons are invited. Although sometimes student chairmen are found at audience debates, I prefer to see an older man as presiding officer. His very presence seems to keep the debate on a higher plane, and it lends an atmosphere that encourages the audience to come back for future debates.

When an audience is to be present, as in the early rounds of tournaments, the chairman is usually a student, and in this situation there can be little objection.

4. What duties are given to the timekeeper, other than keeping time?—V. E. O.

The personalities involved determine to a large extent the additional responsibilities given to the timekeeper. But the assignment of duties other than just keeping time is quite common. First of all, he is asked to provide the stopwatch and time cards. If the school does not have such equipment, it is necessary for the timekeeper to borrow a stopwatch from the track coach and to manufacture a set of time cards. If the school does not have the watch and cards as part of its regular debate equipment, the timekeeper checks them out and returns them after the debate.

Second, the timekeeper arranges the platform furnishings, with the rostrum in the center of the platform and the two tables on each side. He also provides a seat behind the rostrum and slightly to one side for the chairman.

Third, on the arrival of the judge and chairman, he introduces himself, then welcomes them, shows them where to sit, gives the judge a clipboard and paper, and gives the chairman a typed sheet with the names of the speakers and speaking order.

Finally, at the conclusion of the debate, he gives the gives the judge his fee (if any) and thanks both the judge and chairman for coming. If there is to be entertainment afterwards, he may also assume part of the responsibility there.

Prof. Magdalene Kramer, President of the National Speech Association, was one of the visitng professors at the University of Michigan Summer sessions. Among others were: Albert Westley Rowland of Alma College; Clarence L. Menser of the N.B.C. and Wendell Johnson of the Univ. of Iowa.

Along the Tournament Front

THE DOPE BUCKET

Information the Editor Picked up During the Vacation

THE EDITOR of this magazine had a brainstorm along in July and dreampt of preparing an article on the debate dope for the country, sort of foreshadowing the possible choices in each of the West Point Tournament districts for its National Meet next spring, much as the sports writers do for the various sections of the country when the football season approaches.

However, he was not very lucky in getting "dope" from the various sections. But you are welcome to what little he did find out, and maybe this thing once started will grow like a snowball rolling downhill and really become something in time.

Debating, as all agree, has not yet made a comeback which puts us on a par with the old pre-war days. Here and there an occasional team shows up that really reminds us of the glorious days of the thirties before Pearl Harbor. Pi Kappa Delta had eleven teams at Bowling Green out of approximately 100 that really were ringing the bell, three of them undefeated and eight with 1 down records, one of which—Southeast Oklahoma State at Durant—won the West Point National. Of course not all eleven of the Pi Kappa Superior teams made it to West Point, but some of them did, and on the whole the competition at West Point was as strong as the country could produce last year.

This year can be a let down—and it can be be even stronger. The reason for a let down is that the war-returning veterans, some of whom were still eligible last year, have mostly graduated or time has absorbed their eligibility. Another reason is that in some of the districts, not all institutions with strong teams are sold on the West Point idea, or not all the strong teams got invited, and the same overlooking of good bets may continue. The judges in each district faced their business of selection for the first time last year and a method of selection could not be perfected all at once. Time should solve this difficulty and institutions that do not want to be overlooked should invite the inspection of their records by the judge-electors in the district. Another difficulty is key tournaments of district wide patronage and importance did not exist everywhere. In fact, the debating organization was not set up to meet the West Point District problem in every case. That can all be and probably will be improved as time goes by.

The prospect for the competition to be even better this year is based upon the assumption that the postwar crop of debaters is arriving. That, however, is not too marked and may not develop nationally. There seems to be a dearth of high school trained debaters in college higher than sophomore standing at present. A few exceptions do exist here and there, but in another year or two high schools should be producing on a pre-war level—especially if the Association of Secondary School Principals takes its ban off of interstate and national debating. The move to get the NFL Convention shifted to a date after school is out in June should have a persuasive effect of restoring national competition for high school debaters.

District No. 1

This district is composed of Arizona, California, Nevada and Utah. It has always been a strong debating area because of S.C., U.C.L.A., Redlands, and College of Pacific, Arizona and Utah Universities. Now it has Pepperdine in addition, and occasionally Stanford registers unusual competition for the others. The situation, however, this year is not too good for this area. Utah may have its team back that went to West Point last spring. Redlands has its team back which won an invitation last year. S.C. has only half its team back, Potter Kerfoot, which took second at West Point. Nevada should be stronger than last year. Arizona State at Tempe should improve. Utah State is an unknown quantity. College of Pacific has one-half its Superior Team at Bowling Green back. Pepperdine has only Bean and Privett in upper division. They were strong contenders in lower division last year, but did not stand up too well against the upper division group in the Redlands tournament and at Bowling Green, Pi Kap national. Pepperdine and S. C. and perhaps U.C.L.A. will all be strong in lower division. S.C. has one team left in upper division. Redlands gained an upper division team but can use only Cole the first semester, as Pritchard may not be out for his first semester. Nelson and Sillars, however, should keep Redlands on the map, with Cole and Caroom helping. Redlands has an unknown lower division. Women debaters in the district are scarce. U.C.L.A., Pepperdine and C.O.P. should have some feminine artists. Santa Barbara is an unknown quantity. Dr. Evelyn Kenessen of Bowling Green, O., is coach there, beginning this season, and should have some good material. Stanford is potentially strong, if it decides to get in the game. U.C. (Berkeley) is probably a total loss as usual, for the reason it exhibits little interest in competing with any one but Stanford. Our prophecy is that U.S.C., Redlands, and Utah are the likeliest with Arizona or Stanford in the offing. U.C.L.A., if it were not for its travel regulations, would likely be a contender. Nevada might spring a surprise. There are four selections to be made.

District No. 2

In district No. 2 a new contender arrives in Oregon University, with E. R. Nichols, Jr., its prospective

coach. They expect to begin gradually with local competition and build up. Oregon State and Washington State and Willamette are likely to remain strong this year. However, College of Puget Sound, Whitman, Gonzaga, and Linfield are potent threats and any one of them could make the three selections. Of women's teams Washington State, College of Puget Sound and Pacific University might register. Often Oregon State is strong, and may be this season.

The best informant in this district says: Montana State at Bozeman should be coming up this year as they returned to forensic competition last year, and have Ralph McGinnis back at Missoula to do the coaching. They report an enthusiastic group getting ready for this year. Gonzaga University of Spokane will have experienced speakers this season. With the rating they made last year, they should be a tougher bunch to meet. Prof. Veatch of Washington State has a large group returning, and as last year's program included some champions and participation in two national affairs (Bowling Green and West Point) the W.S.C. speakers are out to repeat their successes.

The northern division tournament this fall will be held at Whitman College, Walla Walla, and this fact plus a fine returning squad will bring a high interest to the forensic group there. Northern Idaho State College was beginning to make a comeback last year, and can be counted on for some real competition. College of Idaho had a large and peppy group last year, and two fellows at the Pi Kap National who should lead their squad ably in competition this year. Idaho University, Southern Branch, has been made a four-year institution and will return this year to active competition. In Western Washington, two strong Seattle colleges will be out to keep a fine record intact. Seattle College had contestants in every tournament and won honors at the Grand Eastern in Virginia last year. Seattle Pacific College had a large squad last year and also won honors in National competition. With most of their squad back they should be stronger than ever. One of the largest and most traveled groups was at Puget Sound College. Most of their top ranking speakers are returning, and since they scored heavily in last year's tournaments, they can be counted on for a strong drive this year. Pacific Lutheran made a postwar beginning last season, and will be striving to better the record. Two new institutions in Oregon, Vanport Extension Center at Portland, and Lewis and Clark, though beginning, have able coaches and should begin to take places of importance. The University of Portland is also renewing activity.

The two strongest squads in the state of Oregon will be found at Oregon State and Willamette University. The former took part at West Point last year and the latter was in the Grand Eastern in Virginia. Most of the better speakers are back and should take some high places in Western competition. In the overall these two schools and College of Puget Sound seem to have the edge. Oregon University will be new and an unknown until the season advances. They have some competent speakers and did well in the Pacific Coast Conference in speech events last year. They will have experienced coaching in Clark, McCall, Nichols, and Dahlberg. Linfield will be forced to make this coming year a building up season with only one upperclassman returning and some second year speakers. Pacific University did extremely well last year at Redlands and at the Grand Eastern. If these men were not graduated, they are distinctly in the running. Other competition is unknown until the season gets under way. The University of British Columbia was in competition last year and may remain. Personally I look for higher class speaking throughout this year.

District No. 3

Nothing came in from District 3, winner last year at West Point. That they will be strong is very evident because they have the tradition, the institutions with the long standing high class records. There is Baylor University, always strong, Durant, winner last year, Southern Methodist and Texas Christian, Oklahoma Baptist, East Central, Okla., Univ. of Oklahoma, Louisiana Industrial Institute, Louisiana College at Pineville, Univ. of Arkansas and Univ. of New Mexico.

Last year the University of New Mexico was on the upbuild. The Bayler Belles can be counted upon to register strongly and Oklahoma's numerous state teachers' colleges are bound to produce some strong teams. Abilene Christian and Hardin-Simmons in West Texas may come across with something strong, or if they do not it may be Texas Tech at Lubbock or the University at Austin. North Texas at Denton is usually strong. We can look for something outstanding from this district this season, although we do not know now just where it is. A prophecy points strong to Baylor, Louisiana Institute, Denton, East Central, Okla., and Univ. of Oklahoma. They have four to select.

District No. 4

This district has some of the best potentialities in the country. One reporter says: The following institutions can be counted on to produce: University of Colorado, Nebraska, Iowa, Kansas, Minnesota, Nebraska Wesleyan, College of St. Thomas, Gustavus Adolphus, William Jewell, and several other small colleges are consistently good. Several others are capable of "hit" years when they have outstanding teams, and this may be the year.

Another informant reports on his own squad as probably good, but has no opinions to offer on the rival institutions. Hastings may come back strong, and so might Kansas Wesleyan or any of the others. The logical pick of the district if they have returned last year's team is Nebraska Wesleyan. Iowa and Nebraska are likely to be outstanding. Again it may be Kansas and Missouri universities that will ring the bell. All seems

to depend on the distribution of material. William Jewell is to matriculate one of the NFL National winners. What Park College, Kirksville State Teachers, Ottawa University and Baker University and Washburn and Kansas State do will depend upon material. The Dakotas have the debate climate and the urge and so does Minnesota. Debate is a good winter pastime and usually these northern states play a hard game, especially the Swede colleges, Gustavus Adolphus, Augustana, Macalester, St. Olaf, et al. Moorhead Teachers, Dakota Wesleyan, Huron, Yankton, Brookings, Northern State Teachers, So. Dak., will all bear watching. By March we may find that we failed to mention the most logical contenders, but we still stick by Nebraska Wesleyan as one of the leaders.

District No. 5

Of this district we know little. College of Wooster, Ohio, gets the outstanding NFL winner. Oberlin is usually strong. Notre Dame in Indiana and Northwestern University should be going strong. Wisconsin has some good possibilities in Beloit, Ripon, University of Wisconsin and Marquette. Eau Claire and River Falls are likely to be in the running also.

Illinois is hard to predict; we would back North Central and Wheaton rather strongly. Chicago or DePaul might surprise us. DePauw might be good, or Earlham or Wabash college. University Indiana is due to register, but the hand of destiny might wave Terre Haute Normal back into the running. Your guess is better than ours, for you are nearer and may know more of the local details in each state of this district. Purdue has a new coach, and we shall watch their career with a great deal of interest because of personal relations.

Michigan we have left to the last, for there is some real debating potentiality at Michigan State, University of Michigan, Albion, Hope, Kalamazoo, and Central College of Education, and Wayne University. The selectors in this district have six places to fill. There will be a wealth of good material and the selection should be fairly difficult and the decisions disappointingly close. Some good teams will probably lose out because there may be too many of them.

District No. 6

This is deep south—Florida, Alabama, Georgia, Kentucky, Mississippi, North and South Carolina, Tennessee, Virginia and West Virginia.. Contrary to what you might expect, unless you have been keeping up with the facts, there are some strong debaters south of the Mason and Dixon Line. To begin with, the old dominion has some good debating institutions in Bridgewater, Virginia Intermont, University of Virginia, and Farmville State Teachers. North Carolina has some good ones also. Lenoir Rhyne, Wake Forest and North Carolina State. Univ. of Alabama is good, and Univ. of Florida was tops last year in the South. Maryville, Tenn, Tennessee Polytechnic, and Vanderbill have possibilities. Wake Forest was wrong last year, undefeated at Bowling Green, and participating at West Point.

Our main informant says:

The four representatives of District 6 of the West Point Tournament, 1947, were the Universities of Mississippi, Florida, Virginia and Wake Forest College. These squads seemed to have ample reserves in 1947, and it is quite likely that they will remain among the top-flight debate squads in the South in 1948.

From all indications the University of Mississippi will be strong again in 1948. It is true that they lost some excellent men by graduation; but their Junior Division Squads did some very good work, and under the able direction of Professor Brandes they are likely to be among the top-flight schools in the South Atlantic Section in 1948.

North Georgia College, tucked away in the mountains near the northern edge of Georgia, has the beginning of a debate program which shows much promise. Their teams did good work in 1947, and gained excellent experience in several important tournaments. Professor Clark looks forward to a good year in '48.

Jackson, Mississippi, the home of Millsap's College, is also the location of the Millsap's Invitational Warm-up Tournament. Dr. Wallace, debate director, is a familiar figure in debate circles in the South. His teams always give the opposition a healthy scrap. There is little doubt but that they will be pointing toward the top-flight this year.

The University of Aabama debate program, like many other schools, was disrupted during the war. However, this disruption was not only due to a scarcity of men, but Professor Ray, who had built up a very fine organization, lost his life in the European theatre. So Alabama starts its post-war debate program not only with a new squad, but with a capable new director, and we look forward to seeing Alabama enjoying her pre-war status in Southern forensics.

The University of South Carolina, at Columbia, is the home of the 1946 Grand National Champion debaters, Mary Washington College open tournament. Professor Christophersen lost that excellent combination last year, so in 1947 South Carolina carried on with practically a Junior Division Squad. However, these teams attended several tournaments, and it should not be long before they will remind the opposition of the former excellency of the 1946 South Carolina teams.

Wake Forst College is not only known for having a football team that is likely to upset any team in the Southeastern Conference, but frequently does the same thing in the field of forensics. Wake Forest had an excellent 1947 season. They were champions of the South Atlantic Tournament, and gave an excellent account of themselves at the West Point National and at Bowling Green, Ohio. Professor Aycock seems to have a way of producing debate teams that know their way around in the roughest company.

The University of Virginia acquired a very fine de-

bate coach last season in the person of Professor Hardy Perritt, a former Louisiana State University debater, having been trained under Dr. Dallas C. Dickey. As we expected, the University of Virginia squads turned in fine performances in 1947. There is no reason why they should not continue rating with the top-flight squads this year.

Dr. Kaiser, of Lenoir Rhyne College, Hickory, North Carolina, not only directs the South Atlantic Forensic Tournament, but also trains a heads-up squad. Lenoir Rhyne was one of the substitute teams chosen for the West Point Tournament in 1947. Personally we feel that Dr. Kaiser's 1947 squad was much stronger than his 1946 squad. So Lenoir-Rhyne seems to be on the way up.

The University of Richmond's squad will start its second season under the direction of Professor Pierce. We have met his team for the past two years, and they have always been top-flight debaters. Their 1947 squad placed high in the William and Mary College Tournament and also in the Grand National held at Mary Washington College, Fredericksburg, Virginia. There seems to be a strong rivalry between the University or Richmond and the University of Virginia, which gives added impetus to the debating in that section.

Debate here at the University of Florida is traditional, having been built up over a period of fifteen years by the late Professor A. A. Hopkins. Fortunately such a tradition gives debating a high standing on the campus, and attracts many fine men. We actually lost only three men of the 1947 squad through graduation. Our Junior Division squad was strong. We look forward to our best post-war year in forensics.

There are two other schools that we might mention as potentials in 1948. It seemed that the 1947 University of North Carolina squad lacked some of the punch of the 1946 group. The reverse might be true in '48. Down where the blue of the sky is matched by the blue of the ocean is the University of Miami. By a combination score of their affirmative and negative teams they actually placed second in the Azalea Tournament in Mobile, Alabama, last year. They were also represented at the Grand National in Fredericksburg.

In closing I should like to say that I have been very interested in intersectional debating. During the past two years it has been my observation that the teams from the South Atlantic have measured up very well with teams from other regions. I feel that in 1948 our section will again produce the calibre of debate men who can stand their ground with representatives from other parts of the nation.

Last, No. 7

This is a formidable region in debate for it contains the sponsor, West Point in New York and the Naval Academy in Maryland—the two who fought it out the year the National was proposed—the year of beginnings. Any district containing New England begins with the Ivy-colleges, Harvard and Yale and Brown, Bates and Amherst, and Penn State and Pittsburgh and Univ. of Penn. And then there is Princeton, Rutgers, Bucknell, Washington and Jefferson, New York University, Cornell University, Syracuse, Colgate and other big names too numerous to recount. Somewhere in New England, New York, Pennsylvania, Maryland, New Jersey, or Delaware there is a potential giant flexing his brain cells in anticipation. This may be their year.

Our leading informant in this region writes:

Last year there were no tourneys or league standings upon which entrants to the national tourney might be chosen. Some of the outstanding records were not even considered by the committee since the colleges did not take the initiative in applying for positions as representatives in this section. Two projects are under way for this year, which should do much to remedy this situation.

A committee of the New England Speech Conference has been set up with Professor Robert Huber of the University of Vermont as its chairman. This committee will try to coordinate the various tourneys, Congresses, and leagues not only to avoid duplication in dates, but possibly to get a better idea of which teams have the best record. The committee will meet Friday, November 28, at the Hotel Statler, Boston, as a part of the New England Conference.

Largely through the ground work by Harvard, an Ivy League in debate will function the coming year. At latest reports, Brown, Princeton, Harvard, Pennsylvania and Cornell have already joined, and Dartmouth and Yale are considering taking part. There have been some attempts to re-establish the Eastern Intercollegiate Debate League, but an annual tourney at Massachusetts Institute of Technology is the only result.

Dartmouth, Bates, Vermont, Bowdoin, Holy Cross, and M. I. T. are among those insitutions with good teams last season. Most of their better debaters graduated, so few conclusions can be drawn from last year. M. I. T., Bates, and Dartmouth had the best freshman teams last spring, so they may find it easier to build up again.

NEWS NOTES AND PERSONALS

John Ackley, who taught in the Speech Department of the University of Denver last year, is teaching at San Diego State and coaching the debate teams this year.

Miss Evelyn Kenesson, who was a member of the Speech Department at Bowling Green University, Ohio, the institution which sponsored the Pi Kappa Delta National Convention, is the new debate coach at Santa Barbara State College this year.

Prof.. Arthur Fleser has left Pasadena College for a position at Asbury College, Wilmore, Kentucky.

Egbert Ray Nichols, Jr., who left the Navy in July, has joined the Speech staff of the University of Oregon.

Wayne Thompson, who was at the University of

Missouri last year, has taken Speech work with the University of Illinois in Extension at Navy Pier, Chicago, 11, Illinois.

Prof. Loren C. Reid of Missouri University taught in the U.S.C. Summer Session in Speech.

The vacancy left as head of Speech at the College of Pacific, Stockton, occasioned by McCall's acceptance of the headship of the new Speech department at the University of Oregon, has not yet been filled.

Robert Cathcart begins the year as the new debate coach at Purdue University, Lafayette, Indiana.

Bower Aly returns from the University of Hawaii to resume his work as head of Speech at the University of Missouri.

Carl Weston McIntosh, formerly in Speech at the University of Idaho, Southern Branch at Pocatello, was Acting Executive Dean there last year, and this year has been made Executive Dean. He is in charge while the President is on leave.

R. D. Mahaffey, of Linfield College, Oregon, taught in the Summer Session at the University of Florida.

Prof. Lionel Crocker of Denison University, Ohio, taught in the Summer Session at the University of Michigan.

Prof. Carroll P. Lehman is taking the year off on account of Mrs. Lehman's health, and is located for the year in Pasadena, California. His daughter is a senior at the University of Redlands.

On November 27, 28, and 29 the National Council of Teachers of English will hold their annual Convention in San Francisco at the St. Francis Hotel. These are the usual dates of the Western Association of Teachers of Speech, but the latter voted to combine with the Speech Association of America at Salt Lake City Dec. 27-31, so they will be free to attend the English Teachers meeting. The English Teachers will appreciate their attendance and cooperation and extend a cordial invitation to be with them in November.

The University of Missouri held its Third Annual Speech Correction Conference Oct. 3 and 4 at Columbia, Mo. Dr. Robert West of the University of Wisconsin was guest speaker.

Delta Sigma Rho at its last National Convention passed the following resolution: Whereas, it is the purpose of the National Society of Delta Sigma Rho to sponsor activities which are designed to develop the highest standards of collegiate forensics; and

Whereas, the National Student Congress of Delta Sigma Rho, with all of its excellent features as a legislative assembly, does not include all types of forensic activity,

Therefore, BE IT RESOLVED: That the National Society of Delta Sigma Rho make provision for the institution of an annual or biennial Debate Tournament exclusively for chapters of the society.

Delta Sigma Rho installed a chapter at the Univ. of Hawaii Friday, March 21, 1947.

West Point Championship Trophy Awarded to Southeastern Oklahoma College, Durant.

The California Tournament Association held its annual meeting at the Student Union of U.S.C. at ten o'clock Oct. 4. It was so well attended that the general remark was that it looked like pre-war days. Happy days are here again.

Two tournaments were decided upon, one for each semester and two local debate meetings and Speech events meets separated from each other, making one each semester, were decided upon. The big tournaments of the Northwest and Middle West and Denver University were avoided if their dates held true to past tradition. Several new coaches were greeted, including John Ackley from San Diego State and Dr. Evelyn Kenessen of Santa Barbara.

The California Junior Colleges held a meeting of del egates after the California Tournament Association meeting Saturday, Oct. 4. It is probable that they will back the application of Weber College, Ogden, Utah, for the Phi Rho Pi National Convention. The California Junior Colleges held a meet last spring and are all set to put Phi Rho Pi back on the map in the next year or two.

PERSONALS

Mrs. Mary C. Palfrey of John Marshall High School, Los Angeles, is on leave till the February semester begins. The new debate coach at Marshall is L. D. Hanks, formerly of Excelsior High school.. He is succeeded at Excelsior by Earl Leake.

Charles Masten, new Speech teacher at Antelope High and Junior College, attended the annual meeting of the Southern California Debate League and hopes to begin Speech competition at Lancaster this year.

Mrs. Lorna Tully has resigned at Beverly Hills and her work in debate will be taken by Mrs. Ritter.

Mrs. Marjorie Bruce, formerly a star debater on the S.C. Women's squad, is the new teacher in charge of Speech Activities at Hollywood High.

Prof J. Edmund Mayer of Alhambra, California High, has pledged the S.C.D.L. and the colleges of Southern California to support a move to bring the National Meet of the NFL to Southern California next spring. The idea is to wait until school is out in June, and then hold the annual convention at the beginning of the summer vacation. It is hoped thatt his procedure will enablet he high schools to resume debating as well as Speech Events.

The Southern California high schools will begin their season with a Novice Tournament at Fairfax High School, Los Angeles, November 1st

Hamilton High School, Los Angeles, under the leadership of Duncan.

Joe Peterson succeeds George W. Culbertson as the debate mentor at Huntington Park High School.

E. R. Green is the new debate coach at Los Angeles High School.

At the annual meeting of the S. C. D. L. held Saturday, Sept. 27 at Hollywood High School, the following officers were elected for the year: Mrs. Josephine Davis, Fairfax High, President; Joe Voorhees, Garfield High, V. President; Marjorie Bruce, Hollywood High, Secretary; and Earl Leake, Treasurer.

Debate honors in Virginia High Schools went to George Washington High School of Alexandria, Class A schools, and Mt. Vernon High School of Fairfax County Class B., and Washington-Lee High School of Arlington Class A Negative. The Class A Affirmative of George Washington High defeated the Class A Negative of Washington-Lee in a post-tournament debate. The Tournament was held at the University of Virginia at Charlottesville.

Eighty-six contestants representing 22 states gathered at the National Forensic League Convention at Jennings High School, St. Louis last May 2nd, and held the National High School contests. See the results and pictures of the winner on another page in this issue.

Classen High of Oklahoma City won the Tau Kappa Alpha Trophy at the NFL Convention for having 180 rounds of national tournament participation. In fact, they had 190 gained since 1939. These contests were coached by C. E. (Pop) Grady and Elaine Tucker. In addition Prof. Grady received the diamond award. It was "Pop's" last appearance in high school contest work. He hasbeen elected County Superintendent of Schools for Oklahoma County and by the time this is printed will be actively engaged in his office.

The NFL District Committees have granted new chapter charters to the following high schools: Cobb Cons. H. S. Durant, Okla.; All Hallows High School, N. Y.; Moorhead H. S., Minn.; Twin Falls, Idaho; Tracy, Calif.;West Plains, Mo.; Hillcrest High, Dallas, Tex.; St. Patrick, Waukon, Iowa; Clarkston, Wash.; St. Joseph Academy, Yakima, Wash.; Yakima H. S., Wash. Charters were restored to the following; Frankfort, Ky.; Norfolk, Nebr.; Sikeston, Mo.; Cathedral Latin H. S., Cleveland, O.; Cathedral H. S., Denver, Colo.; San Angelo, Tex.; and Chickasha, Okla.

The chapter at Twin Falls, Idaho, is the third established by Miss Jean E. Mizer. The chapter at Hillcrest, Dallas, marks the return of S. Stanley Knapp to N.F.L. circles. He was formerly at North Dallas High.

The NUEA handbook and supplement, in fact all handbooks, seem to be about a month behind this year. Too bad, but let us all be patient. It seems to be nobody's fault in particular; just everything in general.

W. H. Lister is the new debate coach at Reedley Junior College and High School at Reedley, California.

UNITED NATIONS OR WORLD GOVERNMENT

Continued from Page 150

The book is a compilation of authoritative, readable articles on the United Nations, its origin, its development, present status and future. Its weaknesses are explored and the possibility of expanding it into a World Government discussed. Like its predecessors in the Reference Shelf series, the editor is strictly impartial in her selections. The bad is presented with the good, the critic given as much space as the commender. It is information that is vital to all Americans. Enlightened public opinion can preserve world peace, but it must be informed public opinion.

In fact one article in the book emphasizes prevailing mis-information. The title is "Myths of World Government" and in it the author analyzes and corrects six wildly held myths. In the article, "Is an International Society Possible?", immediately following, the President of Johns Hopkins University points out the tremendous obstacles to be overcome. Other articles present other viewpoints.

The names of many of the authorities whose beliefs are reprinted in full or in brief are widely known. They include: Norman Angell, Warren Robinson Austin, Ernest Bevin, Winston Churchill, Vera Micheles Dean, Allen W. Dulles, Trygve Lie, Walter Millis, Carlos P. Romulo, Edward R. Stettinius, Sumner Welles, etc. The book concludes with a chronological table, a 43-page bibliography and a list of organizations promoting international relations.

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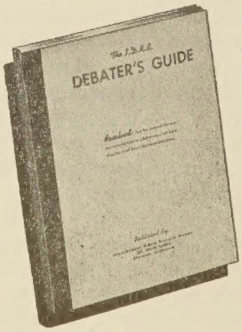

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